

**New England Association of
Schools and Colleges**



Commission on Public Secondary Schools

**Report of the Visiting Committee for
Manchester High School
Manchester, Connecticut
May 3-6, 2009**

**Ann C. Hushin, Chair
Jan Guarino-Rhone, Assistant Chair
Kevin O'Donnell, Principal**

**New England Association of Schools and Colleges, Inc.
209 Burlington Road, Bedford, MA 01730-1433**

**TEL 781.2712.0022
FAX 781.271.0950**

www.neasc.org

Table of Contents

Statement on Limitations

Introduction	4
Overview of Findings.....	6
Quality of Self-Study	
Discussion of Significant Findings regarding	
Teaching and Learning and the	
Support of Teaching and Learning	
School and Community Report	10
Manchester High School's Statement of Mission and Learning	
Expectations.....	16
Teaching and Learning Standards	
Mission and Expectations.....	19
Curriculum.....	23
Instruction.....	33
Assessment of Student Learning	38
Support of Teaching and Learning Standards	
Leadership and Organization	45
School Resources for Learning	52
Community Resources for Learning.....	62
Follow – Up Responsibilities	68

Appendices

A. Roster of Team members	70
B. Commission Policy on Substantive Change	72

STATEMENT ON LIMITATIONS THE DISTRIBUTION, USE, AND SCOPE OF THE VISITING COMMITTEE REPORT

The Commission on Public Secondary Schools of the New England Association of Schools and Colleges located in Bedford, Massachusetts considers this visiting committee report of Manchester High School to be a privileged document submitted by the Commission on Public Secondary Schools of the New England Association of Schools and Colleges to the principal of the school and by the principal to the state department of education. Distribution of the report within the school community is the responsibility of the school principal. The final visiting committee report must be released in its entirety within sixty days (60) of its completion to the superintendent, school board, public library, or town office, and the appropriate news media.

The prime concern of the visiting committee has been to assess the quality of the educational program at Manchester High School in terms of the commission's Standards for Accreditation. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member but rather a professional appraisal of the school as it appeared to the visiting team.

INTRODUCTION

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees which supervises the work of six Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Secondary Schools (CPSS), the Commission on Technical and Career Institutions (CTCI), the Commission on Public Elementary and Middle Schools (CPEMS), and the Commission on American and International Schools Abroad (CAISA).

As the responsible agency for matters of the evaluation and accreditation of public secondary school member institutions, CPSS requires visiting committees to assess the degree to which the evaluated school meets the qualitative Standard for Accreditation of the Commission. Those Standards are:

Teaching and Learning Standards
Mission and Expectations for Student Learning
Curriculum
Instruction
Assessment of Student Learning
Support of Teaching and Learning Standards

Leadership and Organization
School Resources for Learning
Community Resources for Learning

The accreditation program for public schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Commission's visiting committee, and the follow-up program carried out by the school to implement the findings of its own self-study and the valid recommendations of the visiting committee and those identified by the Commission in the Follow-Up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it show continued progress addressing identified needs.

Preparation for the Evaluation Visit-The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Manchester High School, a committee of six members, including the principal, supervised all aspects of the self-study. The steering committee assigned all teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people. In addition to faculty members, the self-study committees included two students, and one parent.

The self-study of Manchester High School extended over a period of twenty five (25) school months from March 2007 to April 2009. The visiting committee was pleased to note that groups of parents joined the professional staff in the self-study deliberations.

Public schools evaluated by the Commission on Public Secondary Schools must complete appropriate materials to assess their adherence to the Standards for Accreditation and the quality of their educational offerings in light of the school's mission, learning expectations, and unique student population. In addition to using the Self-Study Guides developed by a representative group of New England educators and approved by the Commission, Manchester High School also used questionnaires developed by The Global Institute at Endicott College, to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-study. It is important that the readers understand that every subcommittee appointed by the steering committee was required to present its report to the entire professional staff for approval. No single report developed in the self-study became part of the official self-study document until it had been approved by the entire professional staff.

The Process Used by the Visiting Committee

A visiting committee of eighteen (18) evaluators was assigned by the Commission on Public Secondary Schools to evaluate Manchester High School. The Committee members spent four days in Manchester, Connecticut, reviewed the self-study documents which had been prepared for their examination, met with administrators,

teachers, other school and system personnel, students, and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school meets the Commission's Standards for Accreditation. Since the evaluators represented public schools, the state department of education, central office administrators, a board of education, vocational institutions and institutions of higher education, and the public, diverse points of view were brought to bear on the evaluation of Manchester High School.

The visiting team built its professional judgment on evidence collected from the following sources:

- review of the school's self-study materials
- 45 hours shadowing eighteen (18) students for a half day
- a total of 70 hours of classroom observation (in addition to time shadowing students)
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with 46 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers
- the examination of student work including a selection of work collected by the school

Each conclusion on the report was agreed to by team consensus. Sources of evidence for each conclusion drawn by the visiting committee appear in parenthesis in the Standards sections of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the team's judgment will be helpful to the school as it works to improve teaching and learning and to better meet Commission Standards.

This report of the findings of the visiting committee will be forwarded to the commission on Public Secondary Schools which will make a decision on the accreditation of Manchester High School.

Overview of Findings

Although the conclusions of the visiting committee on the school's adherence to the Commission's Standards for Accreditation appear in various sections of this report, the committee wishes to highlight some findings in the paragraphs that follow. These findings are not intended to be a summary of the report.

Teaching and Learning at Manchester High School

The Manchester High School Mission Statement has been included in many documents and posted in some areas of the facility. The school has made an attempt to construct a school mission statement that takes into account the stakeholders' opinions but needed this process to have more continuity and input from everyone throughout this process. Most people confuse the mission with the school's familiar motto "Mastering High Standards", and they are unsure of the majority of performance indicators. The social and civic indicators were added after the mission was approved, and most teachers were not aware of them. Despite this, there are many valuable programs in the school, and there are opportunities for students to be successful. For the school to truly live the mission, and it must be reflected upon and revised with everyone working towards its continual implementation and evolution.

The Manchester High School Mission Statement includes seven school-wide academic expectations, five civic expectations, and seven social expectations. Most curriculum documents are not clearly aligned with the mission statement, expectations for student learning, and civic and social expectations; therefore, a formal, centralized program must be implemented by the entire faculty to revise all curricula to include necessary elements of current curriculum design that contains a variety of suggested instructional strategies and assessment techniques that include use of school-wide rubrics. The curricula that remain topic-driven do not adequately guide teachers as they try to find the balance between depth of understanding and breadth of coverage.

Newly written curriculum identifies essential questions that frame the instruction, includes suggested instructional strategies, and suggests assessment techniques. However, the school-wide rubrics are not fully integrated. The professional staff is highly committed and wants to be involved in the ongoing development, evaluation, and revision of the curriculum. However, there is no formal process in place to utilize the school assessment data to drive curriculum and instruction. This can be established only when the rubrics are used school-wide.

The majority of MHS faculty members recognizes assessment as a fundamental part of the teaching and learning process so that assessment must be purposefully aligned with curriculum and instruction. Some faculty members incorporate many different forms of formative and summative assessments in some curricular areas. Therefore, the results from data analysis can be used sporadically to keep some students abreast of their learning progress, to help some teachers respond effectively to the learning needs of

students, and to provide some parents with information about their children's performance. These examples can be used as models for the rest of the school.

Rubrics are used in all classes, and teachers are engaged in the authentic assessment of student work. However, confusion over proficiency models and the design and purpose of these tasks is a serious distraction that negatively impacts this standard. Also, the lack of a formal system to gather, analyze, and apply assessment data from classroom activities negatively affects attempts to improve instruction and curriculum. Instructional strategies are consistent with the school's stated mission and expectations for student learning. Some teachers provide instruction to students with only limited instructional resources in books and technology. Many of these problems must be addressed at once to improve effective delivery of instruction. There is clear evidence of many teachers employing instructional practices that personalize instruction, engage students as self-directed learners, involve critical thinking, provide opportunities for students to demonstrate that they are able to apply what they have learned, and promote student self-assessment and self-direction.

The school's professional development is not guided by instructional needs, and there is no clarity in organization and delivery. Faculty members feel their input is consistently disregarded by the administration so that there is limited ownership of the professional development process in the building.

The principal has the autonomy to make decisions to guide the school, but there is a significant breakdown in communication among constituencies in the school community—both within the school and with central office administrators. Thus the administrative team members need to repair their relationships and communication problems so that they work together as a cohesive team. There is a noteworthy example of the success that can take place when members of the community work together towards a common goal in the results achieved on the 2008 administration of the CAPT test that moved this school into safe harbor status.

The administrators, professional faculty members, and staff members must establish an atmosphere of mutual respect, consistency, and support for each other and the school community in general to support the communication needed to continue to improve the teaching and learning at MHS. Consistency when disciplining students can allow teachers and other staff members to address discipline issues as they are seen. Most school personnel is involved in maintaining a safe and respectful community. The school is also undertaking a change that is designed to offer more equitable opportunity to all students in the abolition of lower levels of classes, of particular importance in challenging the diverse student body.

The organization and structure of Manchester High School promote the school's mission and expectations for student learning. While the support services personnel's responsibilities to students vary, the guidance, health, special education, and library information services all focus on the students who need these resources in order to meet the expectations of MHS. In order to address the high failure rate in the ninth grade, two

counselors have been assigned to the MHS Freshman Center. The school counseling department received a certificate of Professional Recognition in the fall of 2007 from the Connecticut School Counseling Association.

Special education services support the school's mission and expectations for student learning by ensuring that most special needs students are in the least restrictive environment. Library information services have developed library information resources that support the curriculum. The school's support services are consistent with the school's mission and expectations for student's expectations.

MHS extends an open invitation for parent involvement, fostering a partnership and encouraging beneficial relationships between school and the families of students. There is a good relationship among businesses, the community, and higher education partnerships with students. Student learning is fostered through these mentorship programs.

Through renovations and the freshman center addition, the school has been enhanced. Many areas of the old building are in need of updated technology, storage, and proper maintenance, however the facility is abiding by federal and state laws and is compliance with local fire, health, and safety regulations. Regular maintenance and replacement plans cannot properly be effective with out proper cataloguing, planning, and funding, however the school has a planned program for building and site management, but the proper cleanliness, maintenance, and repairs are not unanimously agreed upon by the majority of the faculty members. The inattention to the cleanliness of the building has a negative effect on the morale of the students and teachers.

With the autonomy given to the principal, a dedicated staff, adequate training and professional development for all teachers, repairing the communication breakdown and mending the respect of all school constituencies, and a school community that promises high academic expectations, Manchester High School will be able to serve all students proudly while continuing to develop the pedagogical and learning capacity of all teachers.

Manchester High School School and Community Profile – An Overview

Manchester High School, centered in the city of Manchester, serves as the primary secondary school for the city. Astride the Hockanum River, the city is located ten miles east of Hartford, the state capital, along I-84, the major highway. Formerly a manufacturing center for silk, the city offers a community college, a hospital, and a major shopping complex. The high school has a student population of 2,177 as of October 1, 2007. The district, until school year 2006-07, supported two middle schools and ten K-5 elementary schools. In the school year 2008-09, the district will initiate a grade 6 academy, one middle school containing grades 7 and 8, and ten k-5 elementary schools. For the school year 2006-07, the student population in grades 7 and 8 was 919. The enrollment for the ten elementary schools totaled 3,538. The enrollment at the high school is projected to be 1,643 in the school year of 2016-17.

Manchester, settled in 1672, has a population of 54,743, ethnically divided into groups of 82.8% Caucasian, 8.4% African-American, 6.5% Hispanic and 3.2% Asian. The median family income is \$58,769. The unemployment rate in the city is 3.6% as compared to a state rate of 4.3%. Twenty-eight percent of the school population is eligible for free or reduced-price meals.

The Manchester School District allocates \$11,886 per pupil, as compared to the state average of \$12,263. In fiscal year 2006, state, federal and other resources accounted for 37.2% of all funds received for education, leaving 62.8% to be funded locally. Seventy-eight percent of the local budget is allocated to the district's schools. The numbers of students attending non-public secondary schools are: East Catholic High School, 164 (6.6%); Cheney Technical School, 139 (5.6%); other schools, 108 (4.3%); and 6 home-schooled students (0.1%). Manchester High School has an enrollment of 2,177, which represents 83.4% of the high school aged population in the city.

The School

Manchester High School includes grades 9-12, with an enrollment of 1,057 males and 1,120 females. The school population has fluctuated between 1951 students and 2,239 students over the last ten years. The ethnic, racial and cultural composition has changed from 31.1% minority in 2000-2001 to 41.2% in 2006-2007. The make-up is: American Indian, 3 (0.1%); Asian American, 100 (4.6%); Black, 453 (20.8%); Hispanic, 340 (15.6%); and White, 1,280 (58.8%). The average dropout rate for the class of 2005 was 5.6%, and 3.64% for the graduating class of 2006. The percentages of retained students in these two classes respectively totaled 6.1% and 8.1%. The expulsions, in-school-suspensions, and out-of-school suspensions numbered 13, 299, and 296 for school year 2005-06, and 6, 280, and 376 for school year 2006-07, respectively. For the first semester of the current 2007-2008 school year, 29% of students earned one or more failing grade. For the same period, the distribution of all grades for all students was as follows: A's, 24.1%; B's, 21.8%; C's, 16.8%; D's, 11.0%; F's, 26.3%. Projected student enrollment for 2008-09 in grade 9 is 580, grade 10; 510 grade 11, 481; and grade 12;

472. Projected enrollment for 2009-10 in grade 9 is 508; grade 10, 499; grade 11, 505; and grade 12, 418 students. As of October 1, 2005, the average daily student attendance rate was 93.9%. As of October 1, 2006, the average daily student attendance rate was 92.8%.

The school's student population experiences significant transience. In the school year 2006-2007, the registrations totaled to 404 students, and withdrawals of 526. A more discrete analysis reveals that during this school year, after October 1, 2006, there were 125 registrations, 253 withdrawals and 432 graduations. Because the school population as of October 1, 2006 was 2190 students, including 527 incoming freshmen, this represents a 37% change in the student population in one year's time, exclusive of entering freshman.

The number of full-time equivalent teachers at Manchester High School is 153.8 certified and 36 non-certified, creating a teacher-to-student ratio of 1:13. Certified staff members average 13.8 years of experience in education; 68.4% with master's degrees or above. The average student load for teachers stands at 20.8 students per class. The school staff includes 7 administrators, 5 student support personnel, one student activities director, 12.6 school counselors and 35 paraprofessionals. For the year 2004-2005, the average number of teacher absences due to illness or personal time was 8.0 days. The state high school average was 8.3. The average teacher attendance rate for 2005-06 was 91.2%; and for 2006-07, the average teacher attendance rate was 88.8%.

The school operates on an alternating block schedule of three 85-minute periods and one 120-minute period, which incorporates four lunch waves. The students' school year consists of 183 days per year with 1,027.4 hours of instruction time per year. Teacher preparation includes three 6-hour formal CEU training sessions and one annual pre-school staff meeting. The staff and departments meet 10 hours each per year. The district's Proficiency Initiative involves 27 hours of common planning time yearly. Twenty-four teachers instruct in the Freshman Center and are allotted 60 hours of team planning time yearly. The teachers' contract provides for six after-school meetings per month.

Manchester High School offers a diverse and inclusive range of co-curricular activities in 40 student clubs and organizations. There are 27 athletic programs for boys and girls. In addition, there is a marching band, a concert band, a jazz band, an orchestra, and three choirs. The co-curricular activities are managed and monitored by the Student Activities Director, the Athletic Director, and the chairperson of the Performing Arts. In 2006-2007, 437 students participated in clubs, 631 in athletics, 676 in music, and 100 participated in drama. Our Performing Arts Department encompasses Drama and Music. Musical offerings include 17 different music ensembles, including 4 bands, 2 percussion ensembles, 5 choirs, 3 orchestras, a hand bell choir, and 2 chamber ensembles. Its activities include community involvement with student performances at the school, state, and national levels. The Performing Arts department also hosts numerous concerts performed by a wide range of professional musicians. In addition,

the Drama program offers opportunities for students to perform in four annual stage productions.

All freshmen are organized into instructional teams and receive their core academic instruction in a newly constructed, separate section of the building. Initiated in the 2007-2008 school year, the Freshman Center seeks to ease the transition from middle school to high school and address each student's individual learning.

The entire school has four levels of instruction: General Studies (GS), Post-Secondary Preparation (PSP), College Preparatory (CP), and Honors (HON), as well as a program of Advanced Placement (AP) courses. Forty-eight students receive English as a Second Language (ESOL) services, and 252 students have been identified for special education services. The school offers a wide variety of electives which include: Four World Languages, Family and Consumer Sciences, Fine and Performing Arts, Business and Finance Technology and Technology courses. In 2007-2008, 221 students participated in courses articulated through Connecticut's College Career Pathways program in which community college credit is granted for successful completion of MHS courses.

Graduation requirements include 22 credits consisting of: English, 4.0; Social Studies, 3.5; Science, 2.5; Mathematics, 3.0; Physical Education, 1.25, Fine Arts or Vocational Education, 1.5, and an additional, 6.25, which includes mandated Health, Drug and Alcohol courses. All students must score in the top three bands of the Connecticut Academic Performance Test (CAPT) or complete a district equivalent assessment. To satisfy Social Studies requirements, students must successfully complete a History Day project during or prior to the junior year. A service-learning requirement, under the supervision of a social studies teacher, must be fulfilled during the senior year.

In 2006-07 subsequent to the *No Child Left Behind* legislation, the Connecticut Department of Education identified as not making yearly progress for the Black, Hispanic, special education, and students on a free/reduced-price lunch program subgroups. Currently, Manchester High School has implemented nine school improvement programs. The Proficiency Initiative strives to create course-wide, formative assessments that are based on state standards. Implemented in all academic areas, proficiency assessment occurs at least once quarterly and constitutes 30% of each student's course grade. Re-testing is encouraged until each student achieves success. An attendance initiative strives to ensure timely arrival at school and class attendance. As part of an SAT improvement program, the Board of Education annually funds the PSAT testing of all students in grades ten and eleven in October. The SAT is offered at the school multiple times during the year. The Guidance Department assists students with registration and practice materials. Additionally, the Career Center provides a preparation course for the SAT.

To enable academic success, career opportunities, and familiar bonds, the Young Men's Leadership Group and the Young Woman's Leadership Group provide focus and support for students of color. The purpose of these groups is to prepare students to find their roles in the community, to identify effective role models, to grow as self-learners, and to

uncover ways to attain satisfying and productive lives. Both organizations seek to address the academic success of students-of-color in the high school.

The R-Rated Video Policy programs attempt to offer students access to various cultures. Their goal is to identify opportunities for young people to discover the themes, nuances, and implications of the arts in age-appropriate material and forms.

The Advisor-Advisee Initiative partners three freshman students with each faculty member in the 2007-2008 school year. These small groups meet ten times yearly. The faculty receives both general and specific topics for discussion. The topics include: exam preparation, character education, co-curricular activity and sports awareness, community service opportunities, as well as course selection, career, and college-planning advice.

The Level-Collapse Initiative aligns course offerings at the school with the CMT and CAPT scores. In the 2008-2009 school year, each entering class will be limited to three course levels: Honors/AP, College Preparatory and Post Secondary Preparatory. The graduating class of 2012 will have received all of its education in one of these three levels.

In the school year 2008-09, the Freshman Center will implement the *Leading an Inclusive Freshman Transition* (LIFT) program. This mentoring program links students from grades ten, eleven and twelve to the freshmen. It strives to facilitate the transition of freshmen to the high school, improve their academic performance and encourage participation in and connection to school activities.

The district supports all new teachers participating in the Connecticut Beginning Educator Support and Training (BEST) program. Each teacher is assigned a mentor. The district provides ongoing seminars for both mentors and mentees that identify topics for discussion and experts in portfolio completion as well as works to ensure the successful completion of the BEST portfolio of second-year teachers.

The school's Student Activities Center fosters the students' social development through the monitoring, coordination, and management of a wide range of co-curricular activities and is a leader among Connecticut high schools. With the Center's guidance, advice, and counsel, students interact socially, develop critical leadership skills, and exercise real-world skills in planning and conducting these annual events such as a talent show, Homecoming, a coffee house, Rebuilding Together, MHS Idol, Mr. MHS, junior and senior proms, and various dances.

Student accomplishments are recognized at yearly awards ceremonies, and in the Freshman Center, through a variety of informal and team-based awards. Achievements in academics and citizenship are awarded commendations and local scholarships. Throughout the year, the Student of the Month program acknowledges the individual successes in specific courses. Athletes are acknowledged throughout the year at team banquets. Senior athletes receive recognition at a yearly banquet in June. In addition, a

quarterly honor roll, identifying students in the categories of High Honors and General Honors is posted throughout the school and in local newspapers.

For the graduating class of 2006, 73.8% of students tested in the SAT I, compared to the state average of 74.7%. The school's average scores for mathematics, critical reading, and writing were 498, 501, and 500. The Connecticut state averages were 510, 505 and 504 respectively. The class of 2006 graduated 93.4% of its student body, compared to the state average of 92.2%. The rates at which students are at or above the proficient level for 2006-2007 were as follows: mathematics 68.1%, science 77.3%, reading 76.8%, and writing 78.2%. The school's participation levels were: mathematics 91.9%, science 93.3%, reading 93.4%, and writing 91.6%. Both scores and participation levels were below the state averages.

School Improvement Planning

School Improvement Planning is generated from the students, parents, and staff through three bodies: Curriculum council, Program Council, and the Administrative Team. The Curriculum Council composed of teachers from all of the school's departments, reviews, studies, and evaluates curriculum, and makes recommendations to the Administrative Team. The Program Council, composed of the department chairs, addresses staff concerns and, if necessary, establishes an Ad Hoc team to research, evaluate, and recommend action. The Administrative Team consists of the Building Principals, the Directors of Guidance, Director of Student Activities, and Director of Special Education takes actions on recommendations from the two councils.

During the last five years, the Administrative Team has initiated the Proficiency, Attendance, SAT Improvement, and Young Men's and Young Women's Leadership Group programs to address student achievement. Other programs include: R-rated Policy, Advisor-Advisee, Level Collapse, and the Leading and Inclusive Freshman Transition (LIFT) programs that were developed in Ad Hoc teams. These programs work to facilitate instruction, improve learning, and focus assets effectively. The staff concerns are addressed in the Program Council. Any staff member may present an issue to this committee.

The school's mission, expectations, and rubrics evolved through the Ad Hoc team process and received the concurrence of the entire staff. These documents reflect the inclusive, comprehensive, and thorough nature of the school's improvement process. The school's organization, procedures, and processes are designed to work together to provide the means for any parent, student, or staff member to voice their needs to the school community.

To close the achievement gaps and raise the achievement of all students, Manchester High School has identified the following areas of needed improvement:

- Student Engagement: Ensure all students timely attendance, courteous and focused participation in class and effective completion

- Parental Involvement: Encourage adult participation in each student's effort, behavior and performance.
- School Climate: Establish patterns of behavior, attitude towards learning and commitment to goals that realize "Mastering High Standards" by students, faculty and staff.

Mission Statement

Manchester High School Mission

At Manchester High School, MHS means:

*Mastering
High
Standards*

The mission of Manchester High School is to create an environment for all students to acquire the knowledge and skills needed to become successful, contributing members of society.

We are committed to the following beliefs:

- Students of all backgrounds, races, creeds, and orientations deserve a variety of educational challenges that support social, emotional, physical, intellectual, and civic development.
- Meaningful learning is realized through instruction and assessment that require all students to synthesize and evaluate knowledge.
- Our school community develops and monitors high expectations of learning using research and data.
- Curriculum, learning, and assessment are purposefully connected to the world beyond the classroom.
- The home, community, student, and school share the responsibility of empowering students to become confident, independent, life-long learners.

Academic Expectations

for all Students of
Manchester High School

All students will:

Read a variety of literary, informational, and persuasive texts with understanding and meaningfully analyze, interpret and evaluate them.

Produce written materials which develop thoughts, share information, influence and persuade, and create and entertain.

Comprehend verbal and nonverbal presentations at the literal, inferential and evaluative levels and speak using appropriate conventions, forms of expression, and tools.

Comprehend and authentically demonstrate number sense, probability and statistics, geometry and algebra.

Understand and apply basic concepts, principles and theories of biology, chemistry, physics, and earth and space sciences and their interrelationships.

Identify and apply a wide range of technologies to conduct research, communicate information and ideas, create original works, organize data, and solve problems.

Apply prior knowledge, abstract thinking, curiosity, imagination and creativity to solve problems.

Social Expectations

The Mission Statement of MHS states that the school supports the social development of students.

Students will demonstrate respect for self and others regardless of race, ethnicity, class or orientation.

Students will demonstrate a sense of ethics and take responsibility for their commitments and actions.

Civic Expectations

The Mission Statement of MHS states that the school supports the civic development of students.

Students should demonstrate active participation and positive contributions to the community.

COMMISSION ON PUBLIC SECONDARY SCHOOLS

TEACHING AND LEARNING
STANDARDS

MISSION AND EXPECTATIONS

FOR STUDENT LEARNING

CURRICULUM

INSTRUCTION

**ASSESSMENT OF STUDENT
LEARNING**

TEACHING AND LEARNING STANDARD

1

MISSION AND EXPECTATIONS FOR STUDENT LEARNING

The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

1. The mission statement and expectations for student learning shall be developed by the school community and approved and supported by the professional staff, the school board, and any other school-wide governing organization.
2. The school's mission statement shall represent the school community's fundamental values and beliefs about student learning.
3. The school shall define school-wide academic, civic, and social learning expectations that:
 - are measurable;
 - reflect the school's mission.

4. For each academic expectation in the mission, the school shall have a targeted level of successful achievement identified in a rubric.
5. The school shall have indicators by which it assesses the school's progress in achieving school-wide civic and social expectations.
6. The mission statement and the school's expectations for student learning shall guide the procedures, policies, and decisions of the school and shall be evident in the culture of the school.
7. The school shall review regularly the mission statement and expectations for student learning using a variety of data to ensure that they reflect student needs, community expectations, the district mission, and state and national standards.

Conclusions

In 2006, the Manchester High School Policy and Procedures Committee was charged with revising the mission statement. This committee included faculty members, and one parent. The committee added the motto, Mastering High Standards, and eliminated wording deemed to be extraneous and sent it to the program council for a vote, followed by approval from the principal. The mission was put on the website for parent comment and presented to the staff/faculty which approved it. It was then approved formally by the board of education in a unanimous vote. In 2004, the chair of the former policy and procedures committee had added the social and civic expectations. In 2007, a mission statement committee was created to support the current mission statement with evidence and write the self-study report for that standard for the NEASC committee. This committee included faculty members and two students. This process was completed in 2008. At some point an addition of social and civic indicators was made and included in the parent/student handbook, but it is not clear who made and approved these additions and whether miscommunication was the result of turn-over in committee members and administrators. Students and some faculty were unaware of the specific expectations as well as the core values and beliefs in the mission. There is confusion about what the mission statement consists of, as one document containing both the MHS Mission Statement and the expectations is referred to by committee members as the mission statement. Thus the parents, students, faculty, and staff need to be provided more opportunity to discuss, reflect and revise the mission statement objectives in order to fully embrace and support it, and it needs to be standardized and publicized. (standard committee, teachers, school leaders)

The Manchester High School Mission Statement represents the school community's fundamental values and beliefs about student learning. While students cannot recite the entire mission statement, they can identify the school motto, Mastering High Standards, and can explain how they strive to meet those high standards. The majority of the students feels that they are able to take advantage of the wide range of learning opportunities that support social, emotional, physical, intellectual, and civic development. They also feel that they are prepared for the challenges of post-secondary school life. The majority of the parents was not familiar with the particulars of the statement, but the Endicott Survey shows that 63.2% of parents believes that the mission statement does represent the school community's values and beliefs about student learning. The faculty and staff have varying degrees of familiarity with the full mission statement but support the mission motto and embrace it. Although there is no depth of understanding of the mission, the underlying philosophy is understood and embraced. Therefore the mission can be built upon to guide student learning in the future. (students, teachers, Endicott Survey)

The school has defined school-wide academic expectations which it is currently attempting to measure through normal grading practices and reflect the school's mission. Civic and social expectations are measurable through the required senior service learning project and completion of community service hours. Students have many opportunities to engage in civic and social activities prior to the required assignments, but this involvement is not recorded by any one school entity with the exception of an optional project for credit, to keep a journal while completing community service, or volunteer work. Student involvement in the community is

strong, as evidenced by the numerous activities planned by the Activities Planning Board (APB) such as the community Halloween party, Easter egg hunt, and Rebuilding Together. Attempts have been made in several disciplines to foster civic and social learning, but students are not aware of the connection to the mission statement. Therefore, students are making an effort to complete measurable objectives for academic, social, and civic learning expectations. (self-study, students, teachers)

There are targeted levels of successful achievement identified in a school-wide rubric, but they are not reflective of the mission statement. Rubrics provided were composed of four levels of achievement, three of which were descriptive. Many examples of rubrics were seen across disciplines. The faculty is proactive with rubric implementation and creation. Rubrics are not consistently aligned with the school-wide rubric. The student academic expectations are mostly broken down into the same categories as the school-wide rubrics. Students are aware of acceptable levels of performance in individual classes but not as they apply to school-wide expectations. Therefore, since the expectations are not clear with respect to what is required by students, neither faculty nor students can connect student learning to the mission statement. (student work, students, school documents)

The school has indicators for civic and social expectations, but it does not use them to assess the school's progress in achieving them. Students and faculty members are aware that there are school-wide civic and social expectations; however, they are not fully aware of the specific indicators for these expectations. Several departments of the school help to serve the civic and social learning needs of the students at MHS, including social studies, PE, and family and consumer science. Some assessments have been developed in these departments, but there are no school-wide assessments. Thus, the school makes limited use of school-wide civic and social expectations. (students, teachers, parents)

The mission statement does not guide the procedures, policies, and decisions of the school. The lack of teacher's input in the creation of the mission has led staff members with minimal understanding of what it is. The inability of faculty and students to understand the main tenets of the mission's many components has caused confusion. On the other hand, some worthwhile programs exist that do foster a positive culture in the school such as the MHS Activity Planning Board and the MHS Student Activity Center which support 40 student clubs and organizations and co-curricular activities. Faculty members are proactive in forming committees and providing input to instructional leaders. Unfortunately, there is a perception the input of teachers is not valued by the principal. Teachers and students are able to see only limited connections between the school's mission and the development of school programs. Therefore, the mission cannot be seen to guide policies and decisions of the school. (students, teachers, self-study)

There is no current plan for review and revision of the mission statement. Over a two-year period, the mission and expectations committee's main charge was to find evidence to support the fact that the school's mission statement was a living document. While recommendations for revisions were made as recently as spring of 2007 by the committee, possible changes were not approved by staff members. As data is not available for many elements of the mission statement and academic expectations, regular review is not possible. For example, there is no

current assessment for “meaningful learning” at the synthesize and evaluate levels of learning and the academic expectations measure mostly lower levels of learning. In addition, the district mission has recently been revised and differs significantly from the school’s mission statement. Current student needs, community expectations, the district mission and state and national standards are not being met under the current absence of a plan, so that there is not a clear vision of the students’ learning expectations. (standard committee, central office administrators, teachers)

Commendations

1. The creation of the universally understood MHS motto, “Mastering High Standards”
2. The reflection of the community’s fundamental values and beliefs about student learning in the mission statement
3. The creation of academic, civil, and social learning expectations
4. The student awareness of acceptable levels of performance

Recommendations

1. Familiarize students, parents, staff, and community members with actual objectives in the mission statement
2. Increase awareness of and opportunities for civic and social learning for underclassmen
3. Align school-wide rubrics with academic expectations in the “official” mission and expectations document
4. Embed the mission statement into the normal routine of the school and its everyday culture
5. Create and implement a timeline for regular reflection and revision of the mission and expectations
6. Create a mission and expectations committee that truly reflects all stakeholders throughout the entire process of revision

2

CURRICULUM

The curriculum, which includes coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission statement and expectations for student learning. The curriculum links the school's beliefs, its expectations for student learning, and its instructional practices. The strength of that link is dependent upon the professional staff's commitment to and involvement in a comprehensive, ongoing review of the curriculum.

1. Each curriculum area shall identify those school-wide academic expectations for which it is responsible.
2. The curriculum shall be aligned with the school-wide academic expectations and shall ensure that all students have sufficient opportunity to practice and achieve each of those expectations.
3. The written curriculum shall:
 - prescribe content;
 - integrate relevant school-wide learning expectations;
 - identify course-specific learning goals;
 - suggest instructional strategies;
 - suggest assessment techniques including the use of school-wide rubrics.
4. The curriculum shall engage all students in inquiry, problem-solving, and higher order thinking as well as provide opportunities for the authentic application of knowledge and skills.
5. The curriculum shall:
 - be appropriately integrated;
 - emphasize depth of understanding over breadth of coverage.
6. The school shall provide opportunities for all students to extend learning beyond the normal course offerings and the school campus.
7. There shall be effective curricular coordination and articulation between and among all academic areas within the school as well as with sending schools in the district.
8. Instructional materials, technology, equipment, supplies, facility staffing levels, and the resources of the library/media center shall be sufficient to allow for the implementation of the curriculum.
9. The professional staff shall be actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations and course-specific learning goals.
10. The school shall commit sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.
11. Professional development activities shall support the development and implementation of the curriculum.

Conclusions

Manchester High School has adopted a mission statement that includes seven school-wide academic expectations and five civic and social expectations. The alignment of curriculum documents with the mission statement and the academic expectations is inconsistent. Additionally, there is no clear alignment between the civic and social expectations and the curriculum. Although all departments have been assigned expectations for which they are responsible, teachers are unable to identify which expectations their curriculum reflects, suggesting that they have not taken responsibility for selected academic expectations. While some departments have revised their curricula, others are just beginning the process. The district has established a three year time-frame for all curricula to be complete. By taking ownership of the academic expectations, teachers would be able to drive curriculum revision, thus improving the connections with expectations for student learning. However, expectations for student learning are not strongly supported in the curriculum. Thus, despite recent efforts to implement academic expectations for student learning, teachers, students, and parents are not aware of how the curriculum connects to the academic expectations and how and when students are given the opportunity to meet the academic expectations in each subject area. (teachers, curriculum documents, department leaders)

The teachers report that the components of the mission statement and the school wide academic expectations are aligned with curricula as each department revises its curriculum. Furthermore, teachers say that responsibility for the expectations is shared among several departments.

In addition to the required core courses, the wide array of elective courses offered supports the school mission by providing many opportunities to challenge all students across the curriculum. Although content areas are not explicitly aligned with expectations, the Endicott Survey indicates 83.3% of staff members surveyed and 82.5% of responding parents believe that students are regularly given the opportunity to practice and achieve the expectations. The curriculum self-study states that the guides are consistent with MHS' academic expectations, but expectations are not specifically identified in most of the curriculum documents. Consequently, students, parents, and teachers are unaware of how the curriculum in each subject area connects with the academic expectations and the school's mission. Although the school has several initiatives that coordinate curriculum revision through proficiency tasks and benchmark assessments, the data yielded by these assessments is not utilized to connect academic expectations to curriculum development. Thus, greater efforts at familiarizing students and parents with the purpose and form of the expectations as well as including them and the school-wide rubrics in the curricula documents and using the rubrics consistently would assist teachers and students in assuring that all learning opportunities are meaningful. (teachers, curriculum documents, department leaders)

In some disciplines, the faculty has made an effort to use a standard format for presenting content through the development of essential questions. However, not all departments have revised their curriculum to include essential questions. Course

documents do provide learning objectives and suggested assessments. A common template for all curriculum documents and the completion of all curriculum guides will lead to a document that can serve students, parents, and faculty members. Teachers feel there is a need for professional development and time to address the development and implementation of the curriculum. This will also allow teachers to analyze proficiencies and benchmark data that will allow the student academic expectations to be embedded into the curriculum. Where curriculum documents are available, the documents guide content and instruction. While members of the learning community agree that the mission and expectations reflect their beliefs, they have yet to incorporate them as explicit guiding forces in the development and review of curriculum. Thus, time and professional development are needed so that teachers can collect, analyze, and apply data in order to develop effective curricula and embed the academic expectations. (teachers, survey, curriculum documents)

MHS is in the process of aligning curriculum to school-wide academic expectations and rubrics to ensure opportunities for students to practice higher level thinking skills and practice the skills outlined in the expectations. The core curricula that have been revised are written in a common format that includes outlining essential questions and including suggested instructional strategies and assessment techniques. The curriculum documents do not explicitly indicate how the social and civic expectations of the mission statement are to be measured. In the absence of a school-wide rubric, the responsibility of addressing these expectations has fallen on the social studies department through a civics course in which community service is required. Although a course rubric to evaluate community service has been discussed, none appears in the curriculum guide. For the world language curriculum, the state frameworks for Grades K-12 appear at the start of the current curriculum, and there is an outline of 12th grade learning outcomes and goals, yet there is no graduation requirement for a world language. Updated curricula at MHS clearly identify prescribed content and specific learning goals. There are assessment techniques as well as instructional strategies and suggestions in classrooms and in English portfolios. These suggestions also offer teachers the opportunity to develop lessons and assessments for the specific learning needs of their students. Thus, without a more uniform updated curriculum, teaching and learning are negatively impacted because there is no consistency in format and also no alignment with academic expectations and school-wide rubrics. (teachers, Endicott Survey, curriculum documents)

The MHS staff is committed to moving forward and delivering a comprehensive and high quality education to all students. The updated curriculum guides are organized, especially in the area of math. The Endicott Survey indicates 59% of faculty members agrees that the updated curriculum prescribes content, integrates school-wide learning expectations, identifies course-specific learning goals, and suggests instructional strategies and assessment techniques. All students will benefit from a revised curriculum that is aligned to the mission and expectations and fulfills this complete format. (staff, students, standard committee)

A review of the updated curriculum for math, science, family and consumer science, and portions of the social studies document inquiry, problem-solving, higher-order thinking,

and focus on depth of understanding over breadth of coverage. The Endicott Survey indicates 58% of the faculty agrees that the updated curriculum engages students in inquiry, problem-solving, higher order thinking skills, and authentic learning opportunities. In some classes, students are asked to use higher-level thinking skills in the application of learned material. Not all classes are engaged in higher-order thinking activities, however common assessments in some core courses offer better alignment and consistency in evaluating mastery of the above mentioned skills. Many teachers were asked how traditional paper and pencil tests are evaluated to ensure application of higher levels of Bloom's Taxonomy and were unsure as to how to do that. There is authentic application of knowledge and skills in some elective classes as witnessed in electronics technology, culinary arts, a junior English thesis presentation, Spanish, musical performance, displays of artwork in the building, and an impressive broadcast news program that is connected to Fox 61 Kids News. One student report indicated the child development program prompted her interest in a career in pediatrics. While students are practicing authentic application of skills in these classes, these assessments are not necessarily included in formal curriculum documents. Completion of the curriculum revision will ensure predictable authentic application of knowledge and skills. (student, teacher, observation)

While the majority of curriculum guides does not formally prescribe integrated instruction, there are many opportunities for cross-disciplinary instruction, particularly in the English/Public Speaking-Technology Communications, American Studies, Law and Order, Broadcast Journalism, and special education courses. Other than the half-days for proficiencies, which is a marking model for all students in all classes, there is no common planning time built into the schedule for teachers to plan cross-curricular instruction although 71.1% of the staff reports that they include topics from other content areas in their instruction. Although many teachers are able to cite specific examples of integrated instruction within their own lessons, MHS has not made an interdisciplinary approach to curriculum and instruction a major focus for student learning. There is no consistent method to develop interdisciplinary units in the common practices of the school. Consequently, integrated instruction is not consistent across the curriculum. (students, teachers, observation)

The Endicott Survey found that 65.6% of the faculty emphasized depth of understanding over breadth of coverage. Teachers attribute this to the block schedule and the development of essential questions that are intended to lead to higher order thinking. However, several curricula have yet to be re-written causing an inconsistency in instructional practices. Further, it is not clear that the essential questions are used consistently to drive instruction. While several examples of application of knowledge are visible in student work displayed around the school, classroom observations show teacher-led instruction that emphasizes lower level skills. As a result, unless higher order thinking skills are explicitly embedded in the curriculum guides, teachers are not required to incorporate these skills in every classroom on every level. (teachers, self-study, observations)

Students have opportunities to problem-solve, compete, and learn leadership through 44 documented organizations. The Endicott Survey found that nearly 70% of students feels they are afforded extended learning opportunities, and 76.4% of parents feels their student(s) can extend their learning beyond the school day. Several departments offer courses that provide opportunities for students to extend learning beyond the classroom as documented in the course of studies and explained by teachers during group meetings and student interviews. Courses such as Banking Internship and Individual and Family Development for Future Teachers/Nurses allow for experiential learning outside of the classroom. Many other courses are aligned with Manchester Community College (English/Public Speaking Technology Communications) which offers dual enrollment opportunities and college credit for successful completion of the courses. In addition, students are able to access and earn college credit through numerous UCONN credit-bearing classes. Students report the UCONN courses they are enrolled in are challenging and beneficial, allowing them to feel connected beyond MHS despite the fact these courses are held at MHS. The College and Career Pathways Program allows for a sequence of courses to be completed at MHS for MCC credits in a 'Career Cluster'. A total of 261 students is enrolled in 12 advanced placement courses, and 402 students are enrolled in either the UCONN Co-Op, MCC partnership, College and Career Pathways Program, or the MCC Technology Preparation Program, according to 2008 registration documents. (teachers, self-study, observations)

The school newspaper, *The Harbinger*, Broadcast Journalism, and the internship class offer students opportunities to apply their classroom learning beyond their regular high school day in the community. Sixty students are currently enrolled in the internship class. Students not enrolled in the school newspaper and broadcast news program can still participate in these programs through the newspaper and broadcast clubs after school. Job shadow opportunities are approved through the career center and allow students either to observe or experience a career in the community for a few hours. Students report they frequently use the career center, its services, and its computers. Efforts have been made to extend and encourage active participation in school activities for minority students through the Young Men's and Young Women's Leadership Group. There are numerous opportunities outside the classroom for students to extend their learning beyond the normal course offerings. (teachers, self-study, observations)

The career center is an integral and important aspect of MHS. The brochure published by the career center invites all teachers to use its services to aid students in class to applying their learning practically and beyond the classroom. A few teachers report that they sometimes use the career center for her classes. It assists with class speakers, presentations, resume writing, curriculum integration and enhancement, field trips, and other supplemental services. An English class was using the career center for a career research project using Choices. Moodle, a web-based online classroom, is offered to teachers to allow posting of video, audio, on-line chats, and other activities. Career services cover a broad spectrum of services to students and staff members that provide learning beyond the classroom. According to the self-study, students identified with special needs receive transitional and vocational programming and support to access adult service agencies. The student activities board provides a space, time, and

opportunities for students to take on leadership roles, engage in community outreach, and participation in activities taking place during and after the school day. This is a very impressive program supported financially by the school district and is an invaluable asset to MHS. It was described by one student as the “heart” of the school. Numerous clubs offer students opportunities to extend learning from the classroom to their school community or community-at-large through community service, academic clubs, or multi-cultural experiences. Teachers feel connected and involved at MHS. Athletic opportunities are numerous as well although facilities are lacking. The many and diverse opportunities offered to students at MHS expand their learning beyond their normal course offerings, resulting in a positive impact on students who can challenge themselves academically, socially, and athletically (self-study, observation, students)

There is very little formal curriculum coordination and articulation between academic areas within the school in courses that are co-taught or interdisciplinary, such as Law and Order, English /Public Speaking-Technology Communications, Broadcast Journalism, Math and Technology, Scientific Principles of Technology, and UCONN American Studies. Recently, the K-8 curriculum revision in the core disciplines was led by high school faculty members to allow some coordination and articulation between schools. Furthermore, teachers weave content from other disciplines into their own instruction. However, continued coordination has been stronger in some areas, such as mathematics and science, while not taking place in others such as world languages. The strongest area appears to be in mathematics, largely because of the availability of a K-12 supervisor who works closely with the high school mathematics curriculum and instructional leader. The lack of coordination in world languages has led to a fractured program in which incoming freshmen are misplaced by level and there is no graduation requirement. Central office administrators indicate they plan to address this deficiency when the district implements a half-day release time model that will create opportunities for dialogue to strengthen curriculum development and implementation. Formal opportunities for teachers to engage in dialogue and collaborate curriculum with sending schools do not currently exist. (curriculum documents, teachers, central office administrators)

Instructional materials, equipment, and the resources of the library-media center are adequate for the implementation of the curriculum. The library is an asset to the staff and students. Teachers report that the library is accessible and provides opportunities for depth and differentiated instruction in addition to technology-based learning activities. The Endicott Survey found that 48.9 % of students surveyed felt they use the library often as part of class assignments and 58.6 % of the surveyed staff felt the library is adequately resourced for their teaching. Some teachers indicated that the library is overcrowded at times. The district recently set aside funds to make considerable purchases to ensure the library collection is able to support the implementation of newly revised curricula. Textbooks are adequate in most areas, with exceptions in some areas such as science where at least one teacher has too few texts so that none are assigned to students; instead, a classroom set is shared. A lack of English texts prevents some teachers who teach the same course from teaching the same novel at the same time. Technology is available, but a few classrooms lack a computer, and the four computer

labs are frequently booked. Another computer lab is planned for next year. The central office administration purchased 175 computers and 23 new laptops in the current year and is committed to making a computer available in every classroom. The mathematics department is not equipped with LCD projectors. Students of world languages have no opportunity to experience independent language practice in a language computer laboratory. The department lost its computer lab three years ago. The district recently revised its MHS Technology Literacy Curriculum (Jan. 2009). The scope and sequence describes the operational, electronic research, and productivity skills all students must master by Grade 12. The proposed 2009-2012 district technology and action plans call for accountability measures including Goal 1A that ensures "All students will have educational opportunities to achieve academic success through the infusion of technology into the curriculum and instruction" and Goal 1C that ensures "all students will achieve and maintain technological literacy as defined by the National Educational Technology Standards for Students." Until sufficient resources in technology are provided, student learning is not optimized. (teachers, central office administrators, 2009-2012 District Technology Plan)

Currently, there is a three-year plan in place to revise all MHS curriculum with a goal of completing all revisions by 2010. Additionally, there is a district five-year plan in place to review and revise curriculum once all of the curricula have been rewritten. Revision of the curriculum is led by the department leaders, and teachers are offered the opportunity to write curriculum. The Endicott Study shows 65.4% of teachers surveyed reports that the staff is involved in curriculum revision. District curriculum is supervised by the assistant superintendent for curriculum and instruction. The assistant superintendent provides a two-day training for those who wish to write curriculum, and individuals are compensated for writing curriculum. The school places a strong focus on the proficiency tests which are given each quarter to assess student achievement. However, many teachers report that the data from these tests is given to the department leaders but then is never used to inform curriculum changes. Additionally, the district requires benchmark tests to be administered each quarter, and the data is entered on the Pinnacle system. Again, this data is not consistently utilized in making decisions regarding curriculum and instruction. The only data used to inform curriculum revision is from the Connecticut Academic Performance Test although 37.1% of teachers surveyed reports that decisions about curriculum are informed by student performance and assessment data. Consequently, the process of curriculum development is driven by teacher input and only marginally related to student performance data. (teachers, building and district administrators, school leaders)

A three-tiered leadership system is in place to oversee curriculum development. The assistant superintendent, district curriculum supervisors, and MHS Department Instructional Leaders supervise the review and revision of the curriculum. All teachers are given the opportunity to write curriculum for their departments, but some teachers feel that their input is not valued. Most of MHS teachers do not feel that adequate resources are provided for curriculum development as only 31.5% of the teachers surveyed reports that there are adequate resources available to develop curriculum. However, the central office administration reports that teachers are compensated hourly

for writing curriculum and some workday release time is offered to those who choose to participate in curriculum development. Five departments have completed revision of their curriculum (English, math, science, family and consumer sciences, and physical education). Teachers who have completed their curriculum feel positive about the process and the final product. (teachers, building and district administrators, school leaders)

While the district has implemented a plan for curriculum review and revision and provides adequate support to the faculty members writing curriculum, there is no clearly defined process in place to analyze student assessment data to inform the curriculum revision process. Thus, the lack of a system for data collection and analysis by all departments impairs effective evaluation and revision of curriculum related to student performance. It may be necessary to provide professional development in data analysis and the consequent curriculum revision. (self-study, teachers, administrators)

Significant time and resources have been dedicated over the past two years to the revision of curriculum in several areas, and efforts continue to carry out the process in the prescribed three years. In addition to the alignment to standards, the curriculum process has included the adoption of the Understanding By Design approach to curriculum design. Much of the work was accomplished over summers and individual teacher release time during the school year. Teachers involved in curriculum writing receive training in the UbD model, but teachers in areas where new curriculum is now available have not had the opportunity to learn how to implement the elements of the new standards-based, inquiry-driven format of UbD. All teachers must be trained in the effective delivery of the new curriculum model. Professional development in curriculum has focused heavily on the development of the proficiency tasks which are given in every subject area several times a year. The initiative has been the source of increasing frustration among staff members as a result of the lack of a clear vision and the communication of a meaningful purpose articulated to the staff by the building leadership. The communication by and to the Proficiency Steering Committee indicates a need for strong direction and guidance on the development and application of proficiencies, the use of data gathered from the student work, and the lack of expertise and training for faculty. Further work with experts in the model will help the staff understand how to develop tasks and will provide timely feedback on its work and the data that is gathered. In a short period of time, the faculty has been exposed to a wide variety of new initiatives through the professional development program, but these initiatives have not been fully integrated into the curriculum, instruction, and assessment routines in the school. For example, teachers have been appointed to a school data team following a data training session earlier in the year, but it has yet to meet to carry out any data-related activities. In addition to the Data-Driven Decision- Making, for all staff members, other district-sponsored professional development over the past two years includes Technology in Curriculum and Instruction (mathematics, family and consumer science), Application of Differentiation within the High School Curriculum, Using Research in Curriculum Development, and Common Formative Assessments (science). Prioritizing the professional development needs of the high school by emphasizing the importance of staff training on implementing new curriculum,

instructional strategies, and other types of assessments and using student work and data to inform curricular revision and instruction -- in addition to the work on proficiencies -- will enhance student learning and academic achievement in all curricular areas. By excluding staff members from the decision-making process about professional development the resulting program is not meaningful and does not enhance professional practice. (teachers, curriculum standards committee, administrators)

Commendations

1. The newly revised updated curriculum is organized, prescribes content, identifies specific learning goals, suggests instructional strategies, and incorporates essential questions to guide instruction
2. The numerous opportunities for students to challenge themselves academically through AP, UCONN, Technology Prep, Manchester Community College, and College to Career Pathways
3. The wide variety of elective courses, student activities, and athletic opportunities for students in and out of the classroom that extend learning and enhance students' educational experience
4. The district's commitment of financial resources and time to develop, evaluate, and revise curriculum
5. The Broadcast Journalism Program as an exemplary model of interdisciplinary connections and real-world, vocational application of knowledge
6. The strong desire by the MHS faculty to develop a curriculum that is meaningful and meets the needs of their diverse student population
7. The efforts of the student activities board to enhance the academic, social, and civic opportunities for students

Recommendations

1. Take ownership of the academic expectations assigned to each department and develop explicit connections between expectations and the materials and processes in the curriculum
2. Establish a clear connection between the curriculum and the school's mission and academic expectations and revise curricula which do not explicitly make the connection
3. Inform students and parents of the school's academic expectations and integrate the expectations and the school-wide rubrics in all curriculum documents
4. Provide the professional development and time for teachers to analyze the proficiencies and benchmark data and apply that knowledge to develop effective curriculum that embeds the academic expectations
5. Implement the district five-year curriculum plan to review, evaluate, and revise curriculum and use a curriculum template consistently
6. Develop and revise curriculum based on student performance data other than standardized tests

7. Train all teachers, new and experienced, in the Understanding by Design approach to curriculum design and implementation and ensure consistency in its implementation throughout the school
8. Provide leadership to the world language department to align the middle and high school world language curriculum and to ensure a seamless student transition between schools
9. Establish a process for curricular collaboration between departments and sending schools
10. Implement the district technology action plan to fully support curriculum and instruction
11. Explore alternatives to provide current technology for world language learners
12. Provide opportunities for all students to engage in the authentic application of knowledge and skills through problem-solving and higher order thinking activities across the content areas
13. Assure instructional materials, technology, and other resources are funded to fully implement the curriculum

TEACHING AND LEARNING STANDARD

3

INSTRUCTION

The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress.

Instructional practices must be grounded in the school's mission and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs.

Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

1. Instructional strategies shall be consistent with the school's mission statement and expectations for student learning.

2. Instructional strategies shall:

- personalize instruction;
- make connections across disciplines;
- engage students as active learners;
- engage students as self-directed learners;
- involve all students in higher order thinking to promote depth of understanding;
- provide opportunities for students to apply knowledge or skills;
- promote student self-assessment and self-reflection.

3. Teachers shall use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.

4. Teachers shall be expert in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.

5. Discussion of instructional strategies shall be a significant part of the professional culture of the school.

6. Technology shall be integrated into and supportive of teaching and learning.

7. The school's professional development program shall be guided by identified instructional needs and shall provide opportunities for teachers to develop and improve their instructional strategies.

8. Teacher supervision and evaluation processes shall be used to improve instruction for the purposes of enhancing student learning and meeting student needs.

Conclusions

Instructional strategies at Manchester High School (MHS) are consistent with the school's stated mission and expectations for student learning. Teachers use a variety of instructional strategies that enhances student learning and promotes knowledge and skills for all students to become successful contributing members of society. Some teachers use instruction that promotes higher order thinking skills and clearly identify the expectations required for a particular lesson. In many classes, students apply technology through presentations such as PowerPoint, work on research papers, and written reports. Some teachers use differentiated instruction to reach the level of proficiency for all students. (faculty members, department chairs, observation)

Many of the MHS faculty members employ instructional practices that personalize instruction, engage students as self-directed learners, involve critical thinking, provide opportunities for students to demonstrate that they are able to apply what they have learned, and promote student self-assessment and self-reflection. The faculty members point to a school-wide proficiency initiative that assesses student synthesis of learning in all subject areas as one example of personalized instruction. In addition, IEPs, co-teaching models, and project scaffolding are further evidence of personalized teaching in the school. However, there is not a culture of instruction driven by data and student needs to personalize instruction. While teachers make efforts within individual classes to create connections between subject areas, interdisciplinary activities are not prevalent in teaching approaches at MHS. Some examples of student learning about connections between subject areas are - gluten experiments in Bake Shoppe II (integrating culinary arts with science) and measuring experiments (math) in the International Foods course. There are only four dedicated interdisciplinary classes offered in the program of studies. Laboratory experiments, woodworking, family and consumer science, fine arts, automotive, and other classes have hands-on methodologies and an approach that engages students as active and self-directed learners, but this is not consistent throughout the building. There is some higher order level thinking in classes to promote depth of understanding. Two good examples include the thesis produced in English classes and research papers produce at the college preparatory level. Additionally, some of the departments provide students with the opportunity to demonstrate a high level of proficiency, understanding, and application of acquired knowledge by holding content specific presentations such as The Mole Day, The History Day, Art Exhibits, and others. At the same time, the school-wide proficiency initiative is intended to provide the baseline for students to apply their acquired knowledge and skills to solve various problems. Although data is not used for this purpose, the Endicott Survey indicated that 94% of staff surveyed felt that their lessons provided opportunities for their students to apply learned concepts in new situations. The majority (64%) of students surveyed responded that they could apply knowledge to new situations. In an effort to promote student self-assessment and self-reflection, some teachers ask their students to revise, critique, and evaluate their own work as well as that of their peers. Although 89.2% of the teachers surveyed reported their belief that they promote this instructional strategy, classroom observations do not always support this. Therefore, the opportunity for students to

engage in self-reflection and self-assessment may be limited. (observation, Endicott Survey, self-study)

Teachers use feedback from colleagues, students, and supervisors as a means to improve instruction. They recognize the usefulness of feedback from a variety of sources but claim that not enough constructive feedback is given from all involved parties. The Endicott Survey reports that 51% of the students surveyed felt that their input had a positive impact on the instruction in their classes. The faculty asserts that this feedback engages their students. The teachers use surveys, questionnaires, and discussions within classroom to compile the information. The Endicott Survey also reports that 60% of the faculty surveyed reported that their department heads have a significant influence in the improvement of their instruction. In the same survey, only 29% of the parents surveyed reported that they are asked for their input in their child's instruction. Thus, the limited feedback and insufficient involvement from all involved parties negatively impacts student learning. (Endicott Survey, teachers, self-study)

Teachers in MHS are knowledgeable in their content area. They meet state and federal guidelines for "highly qualified" teachers and incorporate current research on effective instructional approaches and reflection about their practices. Currently 83.2% of the MHS faculty holds a masters degree or higher level of educational attainment. Teachers are expected to incorporate "essential questions" into their lessons which is an aspect of the school curriculum. During the past academic year, over one hundred seventy teachers were granted permission to attend national, regional, and state conferences to remain current with best teaching practices and some served as presenters at these conferences. In addition, most teachers maintain memberships in content-specific professional organizations. There is a professional literature review by many staff members and informal sharing across departments. Formal professional development to reflect and share instructional strategies is limited to once a month discussions about the school proficiencies. However, other informal discussions are conducted among teachers to improve instructional delivery to positively impact students. Therefore, teachers are not currently able to fully reflect on their own practices effectively. (teachers, survey information, central office)

Discussion of instructional strategies is informally scattered across the school. The Endicott Survey indicates that 93.2% of the faculty surveyed believes that they discuss instructional strategies with their colleagues. The school culture supports staff collaboration and conversations around teaching practices, but these are subject to the initiatives of individual teachers. Once a month, a half day is allocated to professional development time for teachers to work on proficiency tasks. Other than this time, there is little formal coordination within departments and across disciplines about instructional strategies and practices. At the macro level, approaches to prepare common structured planning time within departments and across content and related professional development is inadequate. The district has invested in technology to collect data on common formative assessment to facilitate formal and significant discussion of instructional strategies in the building, but this data is currently unavailable. Therefore,

informal discussions have contributed, in a limited way, to the professional culture of the school to positively influence student learning. (self-study, teachers, administrators)

The integration of technology for teaching and learning is inconsistent at Manchester High School. Many teachers deal with a lack of technological resources, while others, especially in the freshman center, enjoy well equipped classrooms with appropriate technology. There are ten computer labs at MHS, but seven of them are dedicated to specific programs such as architecture, business, computer aided design, creating music with computers, photography, and others. All other programs use the remaining three labs through a sign-up process. The banks of computers in the library could be counted as the fourth accessible lab for teachers, but as a result of special programs held in this space throughout the year, this area was not included in the count as one of the generally accessible computer labs. The Endicott Survey reports that only 52.9% of staff members have access to computer labs for instruction. When the major educational technology such as computers, SMARTBoards, and LCD projectors are in good working order, teachers believe that student instruction is greatly enhanced. However, the majority of teachers has expressed strong concerns about the lack of a timely maintenance program. Teachers and students regularly experience difficulties with the school network. In addition, SMARTBoards and projectors sit idle at times because of a lack of planning for purchasing and installing replacement parts. These difficulties have been exacerbated further by the fact that there is only one technician responsible for the technology of the entire building. The administration has recently hired a second technician to alleviate this issue. Individual teachers have made efforts to integrate technology into their teaching and learning in the building. Questions relating to technology from the Endicott Survey found that 69.3% of teachers surveyed report using technology in their classroom. The district administrators have drafted a district educational technology plan for the 2009-2012 academic years to integrate technology to improve teaching and learning. Adoption and implementation of this plan will support teachers in raising students' academic performance. (teachers, Endicott Survey, central office)

The school's professional development is not guided by identified instructional needs. There is confusion about its organization and delivery. The superintendent's office states that it is currently in the development stage for future implementation to address this issue. Teachers are given an informal opportunity to provide input about their professional development interests but feel that their input is consistently disregarded by the administration. Therefore, there is limited ownership of the professional development process in the building. In addition, there is little opportunity to access and review existing data to identify specific instructional needs. As expressed by the teachers on the Endicott Survey, only 31.1% of the staff surveyed believes that they have the opportunity to take advantage of professional development identified by instructional needs. In contrast, 80% of the board of education members surveyed believes that this type of instructional needs driven professional development is provided (only five out of nine board members responded to the survey). Many of the teachers believe that professional development provided by the district is not content-specific, is repetitious and is inadequate. They believe that they must seek professional development

opportunities outside of the district directed events to enhance their instructional strategies by attending workshops and conventions in their field of expertise. The teachers' requests for leave to attend these events are generally well supported. In spite of this apparent financial commitment from the central office, evidence suggests that many teachers are often unaware of how to access the available money for professional development which leads to missed opportunities for growth. Thus the professional development program does not provide needed programs to help teachers improve their instructional strategies that positively impact student learning, and some teachers do not know how to get what they need. (Endicott Survey, executive summary, teachers)

Some of the teacher supervision and evaluation processes are used to help non-tenured teachers improve their instruction strategies for the purpose of enhancing student learning and meeting student needs. This year, there were no formal induction programs for the new teachers, but the assistant principal assigned BEST program mentors for support. A number of regular meetings were scheduled to introduce them into the school community but snow days caused many of them to be cancelled. These meetings were not rescheduled because of the administration's belief that the new teachers were already acclimated to the school environment underlying communication gaps. The veteran teachers are required to set annual professional growth plans to enhance student learning and meet student needs. Although the Manchester High School's supervision and evaluation process is clearly defined, it is not consistently implemented to give substantial feedback to promote improvement in individual teacher practices to meet student needs. (self-study, teachers, principal)

Commendations

1. The variety of instructional strategies
2. The significant informal discussion and collaboration among staff members
3. The availability of monthly professional development time dedicated to proficiencies
4. The additional opportunities for non district-driven professional development

Recommendations

1. Identify instructional needs and allocate resources to provide opportunities for teachers to develop and improve instructional strategies
2. Provide consistent formal teacher feedback in accordance to the evaluation plan
3. Articulate the purpose and design of proficiencies to all staff
4. Use student performance data in all departments to improve instruction
5. Formalize monthly discussions about school proficiencies to ensure uniformity
6. Assure timely maintenance and repair of technology to support instruction
7. Adopt and implement the 2009-2012 District Educational Technology Plan
8. Develop and implement formally planned professional development with teacher input

TEACHING AND LEARNING STANDARD

4

ASSESSMENT OF STUDENT LEARNING

Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning and course-specific learning goals. Assessment results must be continually discussed to improve curriculum and instruction.

1. The school shall have a process to assess school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics.
2. The school's professional staff shall use data to assess the success of the school in achieving its civic and social expectations.
3. For each learning activity teachers shall clarify to students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.
4. Teachers shall base classroom assessment of student learning on school-wide and course-specific rubrics.
5. Teachers shall use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.
6. Teachers shall meet collaboratively to discuss and share student work and the results of student assessments for the purposes of revising the curriculum and improving instructional strategies.
7. The school's professional development program shall provide opportunities for teachers to collaborate in developing a broad range of student assessment strategies.
8. The school's professional staff shall communicate:
 - individual student progress in achieving school-wide academic expectations to students and their families;
 - the school's progress achieving all school-wide expectations to the school community.

Conclusions

According to the beliefs identified in Manchester High School's recently revised mission statement document, "Meaningful learning is realized through instruction and assessment that requires all students to synthesize and evaluate knowledge." The high school has only recently developed a formal system for assessing student performance based on the academic expectations outlined in the school's mission statement. In 2008, a new set of school-wide rubrics in the areas of reading, writing, problem-solving, technology, math, science, and performance/presentation was adopted by the faculty, but these rubrics are not yet utilized in all classes and all subject areas. The use of these revised rubrics has not been consistently required by administration or formally evaluated. More frequent use is necessary to accustom both students and teachers to the process and to determine the effectiveness of the rubrics themselves. Thus, all MHS departments must consistently follow a formal process for assessing how well students meet the expectations for student learning, and the data that is produced must be recorded and analyzed to use as guidance for curricular change and instructional improvement. The pinnacle grading software has been purchased by the district to make the process of tracking student progress more efficient. (classroom observations, teachers, school administrators)

All Manchester High School (MHS), departments do not consistently implement the school-wide rubrics or follow a formal process for assessing how well students meet academic expectations as outlined in the school mission statement. The data has been gathered by teachers but has not been analyzed to guide changes in curriculum and instruction and has not been used consistently to improve student learning. (observations, teachers, central office administrators)

Although MHS Civic and Social Expectation are articulated in the mission statement and are evident throughout the culture of the school, the school does not use data from student achievement of these expectations to formally assess the success of the school in achieving civic and social expectations. All seniors participate in a civics course requiring four hours of community service. In addition, students are involved in many activities including the Best Buddies Program, peer mentoring and mediation, blood drives, food drives, the Young Men's and Young Women's Leadership Groups, and numerous others. All students participate in the MHS Student Educational Planning Program (STEP) which encompasses four years of career development focusing on the transition from school to career. Social skills are developed through this program, but this program does not formally assess student performance in this area. Many faculty members track student behavior and use student participation grades as part of their grading rationale. Administrators assess student achievement of civic and social expectations in a limited manner through discipline and attendance data. The school is adopting a new initiative called PBS, Positive Behavior Support, which may allow a more formal assessment of these expectations. Currently, however, there is no formal, school-wide method for collecting or analyzing data on civic and social expectations to determine how well students perform in this area. A formal program has not been

implemented to track student performance on these expectations, and data has not been used so that MHS ensures all students meet these important expectations. (self-study, student shadowing, school administrators)

Many teachers at MHS engage students in learning activities that fulfill the mission identified academic expectations, but not all explicitly clarify the relevant school-wide expectations that are being assessed. Although each department requires that teachers explain to students, for each learning activity, course-specific learning goals that are linked to the academic expectations, few teachers identify the school-wide academic expectations to be assessed prior to beginning a lesson. Teachers are also required to post goals and expectations for each lesson on the board, but classroom observations indicate that not all teachers do so. However, Endicott Survey results indicate that 79.9% of students agree that they know what they have to do in order to receive a particular grade. Interviews of teachers showed that most are aware that all learning must relate to specific school-wide expectation and course-specific goals, and Endicott Survey results indicate that 92.3% of teachers believes they evaluate student learning using clear, course-specific learning goals. Essential questions are used in many classes, and examples and models of student work are posted on bulletin boards. Additionally, there are common grading rationales in many academic areas. Although most teachers are doing a good job of providing students with clear, course-specific learning goals, not all teachers clarify the connections between these course-specific learning goals and the school-wide academic expectations identified in the school mission statement. Because of this, MHS does not explicitly live its mission of providing meaningful learning to all students. (Endicott Survey, observations, teachers)

All teachers use rubrics to assess some student learning. This is especially true for proficiencies, as this initiative clearly requires that each proficiency task must be assessed using a rubric developed collaboratively by the group of teachers for that course. These rubrics clarify for students the course-specific learning goals that will be assessed. In some cases, these rubrics closely follow the school-wide rubrics and may even explain explicitly to the learner why the learning goals are important. However, in many cases, it is not made clear how the skills assessed by these rubrics relate to the school-wide academic expectations. Some of the documents identified by staff members as course-specific rubrics are actually grading checklists. Also, not all MHS teachers use school-wide rubrics to clarify what is to be learned before a lesson, using them only for assessing what has been learned after the completion of the lesson. As the academic expectations identified in the school mission statement become fully integrated into the learning goals for each course, students will clearly be engaged in meeting these expectations in all courses. (student shadowing, student work, self-study)

The faculty of Manchester High School uses varied assessment strategies. Observations in classrooms and examination of student work indicate that most MHS teachers are using varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time. Endicott Survey results show that 78.4% of students agrees that teachers use a variety of methods to assess their learning. Both the English and mathematics departments use common formative

assessments to assess student performance. Connecticut Academic Proficiency Test (CAPT)-based benchmarks are used as well. Students complete mid-term and final exams, and these exams use various testing methodologies including both objective and long and short answer essay questions. Project-based learning and assessment is evident in such required activities as the social studies department's History Day Project. Student performances are assessed with rubrics and through peer and self-assessment sheets. Oral presentations, often with a technology component, are used in some classes. Participation grades are used to assess student performance in physical education classes. The school-wide proficiency initiative requires teachers to assess student mastery of key skills using course-specific rubrics. The use of these proficiencies has been questionable, and analysis of the effect of these proficiencies on student grades has shown that grades have been artificially inflated by teachers in some cases and artificially lowered in others. For this reason, the percentage the proficiencies count in teacher grading rationales has been lowered from 30% to 15%. The value and efficacy of these proficiencies has been called into question by many, and many staff members seemed confused about both the design of these proficiencies and their purpose. In English classes, students keep cumulative portfolios that are used to assess students, overall performance in "producing written materials which develop thoughts, share information, influence and persuade, and create and entertain," as identified in the school mission statement. In mathematics classes, students keep cumulative mathematic proficiency portfolios which are used for formative assessment of student growth. Manchester High School teachers use a rich variety of strategies to assess student learning so that they can serve the needs of the diverse student body, although there is a need for professional development in the goals and use of the proficiencies that would benefit both students and teachers. . (observations, student work, self-study)

The members of the MHS staff meet formally and informally to discuss student work and the results of student assessments. The Manchester Board of Education provides teachers with monthly proficiency days for formal discussion of student work. On these half days, teachers work collaboratively to design and revise proficiency assessments. This assessment data may be used to modify instruction, in particular to modify the proficiency tasks themselves. However, it is not clear that this assessment data is used in curriculum development or to modify instructional strategies in areas other than proficiencies. Teachers report that these days have been a valuable opportunity to look at student work and to collaborate as departments. Teachers also have an opportunity to share student work and assessment strategies at monthly department meetings although there is no evidence that these discussions lead to changes in either curriculum or instructional strategies. The Connecticut Mastery Test (CMT) scores of incoming freshman and CAPT scores of current MHS students have been used to inform modification of curriculum and instructional strategies. One example of this is the "skinny block" period which is used to remediate students who need support in the areas of math and English. Although there have been limited attempts such as these to use assessment data to revise curriculum and improve instructional strategies, curriculum development and revision based on student performance data other than standardized tests is not a regular or universal practice that assists in improving curriculum and

instructional strategies based on documented student needs. (school administrators, self-study, central office administrators)

While the MHS self-study indicates that teachers feel that only limited professional opportunities to collaborate in developing a broad range of assessment strategies are provided by the district, individual teachers do have opportunities to attend professional development for this purpose. Approved professional day requests provided by district administrators indicate that within the last year several staff members have attended professional development on various assessment strategies. All teachers have three professional days per year for professional development, and these days have been used in the past to provide teachers with an opportunity to learn about different assessment methods. For example, in August 2006, the district professional development day was dedicated to learning about and developing authentic assessments; however, there is no clear professional development plan, and teachers feel they have little input into how these professional days are used. The Endicott Survey results indicate that only 36.9% of teachers surveyed agrees that the professional development program provides opportunities to collaborate with other teachers in developing a broad range of student assessment strategies. Excessive numbers of new initiatives and a lack of focus in professional development opportunities result in teachers not receiving the professional development time needed to sustain and improve upon the most important of these new initiatives. Proficiency days are monthly professional half days designed to give teachers time to collaborate on developing proficiencies although the singular focus on proficiencies as a means to assess student performance may be limiting the opportunity teachers have to develop a full range of possible assessment strategies. A clearly articulated professional development plan is needed so that MHS faculty members have the support they need to continue to implement a wide variety of research-based assessment strategies. (central office administrators, Endicott Survey, self-study)

MHS communicates student progress to parents, students, and the school community but has not yet developed a formal assessment reporting procedure which is closely aligned with the academic, social, and civic expectations as outlined in the school's mission statement. The school's professional staff communicates individual student progress to parents through a variety of formal methods including mid-term reports, quarterly report cards, and the Pinnacle online grading program that allows parents to check a student's progress at any time. Informally, teachers communicate with parents through phone calls, e-mails, conferences, and notes. An open house event at the start of the school year allows teachers to communicate course expectations and grading rationales to parents. Assessment data from the CAPT is provided to all parents. Annual team meetings with the parents of special needs students as well as quarterly progress reports addressing individual achievement of the goals and objectives of student individualized education plans (IEPs) provide important assessment data to these parents. Endicott survey results indicate that 84.3% of parents surveyed believes that their children clearly understand criteria for grades. Most students indicate they understand the rationale for the grades they receive and the grading criteria are made clear to them prior to starting work on assignments. Performance on CAPT is reported

to the school community by various local newspapers and radio and television stations, but there is no formal assessment reporting procedure for reporting to the school community the school's progress in achieving all of the school-wide expectations expressed in the school's mission statement. Without a formal procedure in place to report this information, neither the students, their families, the school community, nor the public receives consistent information about how well the school is meeting its goals as outlined in the mission statement. (Endicott Survey, school administrators, parents)

Commendations

1. The fact that MHS faculty uses a wide range of assessment strategies to serve the needs of the school's diverse student population
2. The Pinnacle software program that allows easy access to student assessment data for teachers, parents, and administrators
3. The use of rubrics to assess student learning in all classes
4. The proficiency days which allow teachers one half day each month to collaborate on assessment and to formally discuss student work

Recommendations

1. Consistently implement the school-wide rubrics and follow a formal process for assessing how well students meet academic expectations as outlined in the school mission statement
2. Implement a formal program to track student performance on the civic and social expectations identified in the school mission statement
3. Fully integrate the academic expectations identified in the school mission statement into the learning goals for each course
4. Implement a formal process for collecting, analyzing, and reporting the assessment data produced by the school-wide rubrics
5. Align course-specific learning goals with the academic expectations identified in the school mission statement
6. Implement a focused and clearly articulated professional development plan that meets the needs of MHS faculty and staff members
7. Provide professional development in the use of the proficiency initiative

SUPPORT STANDARDS

LEADERSHIP AND ORGANIZATION

SCHOOL RESOURCES FOR LEARNING

COMMUNITY RESOURCES FOR LEARNING

SUPPORT STANDARD

5

LEADERSHIP AND ORGANIZATION

The way in which a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices which supports student learning and well-being.

1. The school board and superintendent shall ensure that the principal has sufficient autonomy and decision-making authority to lead the school in achieving the mission and expectations for student learning.
2. The principal shall provide leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.
3. Teachers as well as administrators other than the principal shall provide leadership essential to the improvement of the school.
4. The organization of the school and its educational programs shall promote the school's mission and expectations for student learning.
5. Student grouping patterns shall reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission and expectations for student learning.
6. The schedule shall be driven by the school's mission and expectations for student learning and shall support the effective implementation of the curriculum, instruction, and assessment.
7. Meaningful roles in the decision-making process shall be accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership.
8. Each teacher shall have a student load that enables the teacher to meet the learning needs of individual students.
9. There shall be a formal, ongoing program through which each student has an adult member of the school community in addition to the school guidance counselor who personalizes each student's educational experience, knows the student well, and assists the student in achieving the school-wide expectations for student learning.
10. The professional staff shall collaborate within and across departments in support of learning for all students.
11. All school staff shall be involved in promoting the well-being and learning of students.
12. Student success shall be regularly acknowledged, celebrated, and displayed.
13. The climate of the school shall be safe, positive, respectful, and supportive, resulting in a sense of pride and ownership.
14. The school board shall support the implementation of the school's mission and expectations for student learning.

Conclusions

The principal of Manchester High School has autonomy and decision-making authority in everyday matters. He began his tenure on August 23rd, 2007 after the committees of the NEASC self-study team had already been formed. He was present for the drafting and approval of each of the standard reports and the planning process for the visitation. The principal has the support of the members of the school board and central office administrators and has been given the necessary autonomy and authority to lead the high school in achieving the mission and expectations for student learning. While the principal has the authority and *external* support to make important decisions about the school, as a result of a significant lack of communication, he has been unable to harness the *internal* energy, support, and involvement in the school to make significant growth towards defining and achieving his vision of the school's mission and needed changes to the school's operational plan and educational program. (principal, staff, central office personnel)

According to the Endicott Survey, 27.3% of staff, 63.3% of students, and 42% of parents who responded indicate that the principal has a clear vision for the school community. The principal states that he believes he has clearly articulated his vision to the school community, yet different constituencies within the building are unable to identify what that specific vision is and where the school is headed. Consequently, the school is moving slowly ahead propelled by its own inertia, rather than collectively forging purposefully ahead to a more challenging goal. Furthermore, the principal has not been able to consistently provide the necessary leadership to the school community because he has not clearly articulated his own vision, brought the faculty (and other stakeholders), or included all professional personnel in decision-making through the process of developing a commonly held "shared" vision, which would provide a much needed direction and focus for student learning. It is noteworthy that the principal has addressed and given direction to initiatives to improve student attendance and to increase student adherence to reaching learning goals by the use of performance based "proficiencies". However, the lack of a shared vision for each of these initiatives, in addition to insufficient requisite training and data collection have impeded the more positive energy these initiatives had the potential to generate towards increasing the school's focus on increased student learning. (Endicott Survey, self-study, staff)

The combined work of the principal, administrators and teachers has helped improve performance results of the tenth grade subgroup population on the 2008 administration of the CAPT exam, moving the school into "Safe Harbor" status. The assistant principals, department chairs, and teacher leaders have also provided some leadership necessary to keep the school moving forward while it attempts to find its focus. The department chairs have been cited as being the main source of support for the staff regarding curriculum and securing answers about policy and unique situations. Assistant principals have attended to the job of providing daily a learning environment that, at a minimum, allows for successful teaching and learning to take place. Both groups report that they have offered assistance to the principal to address many issues, but the perception is that there has been no follow through on their suggestions or offers of help. Most of the

professional staff fears that any prolonged dissonance between the work of the principal and the assistant principals will have a negative impact on providing, over time, the leadership essential to the continued improvement of the school and student achievement. (assistant principals, 2008 CSDE Adequate Yearly Progress Report, program council)

The organization of the school and the educational programs reflect and promote the school's mission and expectations for student learning. An effort has been made to create a small learning community by clustering ninth grade students and subject area teachers into a newly created freshman center, an initiative on reorganization and level reduction. This was the result of much investigation and planning by the department leaders, and was implemented shortly after the current principal began his tenure. Support for this initiative was strong, and staff members saw the potential for sustained instructional improvement and a more successful transition for incoming ninth grade students to the high school. The center was supported by a non-administrative director. At the conclusion of the first year, the position of director was eliminated and two assistant principals assumed this assignment as their administrative responsibility. In addition, the original design called for specialized training in "teaming" for all teachers involved in the freshman center. While professional development had originally been planned to support the implementation of effective teaming at the ninth grade, this training has not yet happened. It was deferred and replaced by a district-wide initiative regarding data-driven decision-making. The full training for and implementation of teaming in the freshman center has not taken place, preventing the program from reaching its most effective and full potential. (principal, assistant principals, central office administrators)

Student grouping patterns do not yet reflect the diversity of the student body. Manchester High School offers courses at four levels of instruction for grade 10-12 students: AP/honors, college preparatory, post-secondary preparation, and general studies. Data indicates that the racial composition of the general studies level classes is more homogeneous than the diversity of the general student body, and the same is true for AP/honors courses. A new initiative to "collapse" these teaching levels was initiated in the 2008-2009 academic year, beginning with grade 9 students that will phase out the general studies level classes from grouping patterns over the next three years. While student grouping practices are becoming more reflective of the entire student population, this first step will make it possible for all students to access more academically challenging course offerings. Of particular concern at the moment is the number of ethnic and racial minority students who have been enrolled in less challenging courses making changes necessary to ensure that student grouping patterns are becoming more reflective of the entire student population. This will present several advantages to the student body among which will be an opportunity for students to challenge themselves academically by participating in classes that are more rigorous. This will result in students having the requisite skills for advanced study or for securing a career in economically challenging times. (principal, program council, self-study)

According to the Endicott Survey, 74% of the student body and 58% of the faculty members who responded agree that the current schedule meets the students' educational needs and supports the mission statement and academic expectations. The effectiveness of the schedule is questionable in certain areas: the difficulty in creating four content-specific teams in the freshman center program, the challenge in creating more heterogeneously "included" special education students, and the need to increase instructional hours which are currently below the average for state high schools. The teaming concept is hampered by the school's inability to schedule its ninth grade students into 4-member teaching teams. Therefore, these teams are not able to efficiently analyze data related to individual student performance and tailor program and instructional methodologies. With a student population approaching 2,100 students, providing a balanced schedule for all students remains a challenge. (strategic school profile, Endicott Survey, principal)

Although there are sporadic examples of student and parent involvement in the decision-making process, there are no formal protocols in the student/parent handbook that describe how they can become involved in decision-making within the building as invested stakeholders. According to the Endicott Survey, 49% of students and 53% of parent respondents reported having a meaningful role in the decision-making process. However, there was no student involvement in the development of the MHS mission statement even though students did participate in the gathering of evidence involved during the self-study process. On the other hand, only 21% of teachers indicated that they have a meaningful role in the decision-making process. The program council, consisting of the principal, five assistant principals, and department chairs, is the main decision-making vehicle at Manchester High School. The principal has stated that he will often bring policy opportunities to this council for input. One such example cited by the program council and principal was the "collapsing of levels", a major school initiative that would raise academic rigor for all students. Program council members presented the principal with their researched-based recommendations for his consideration. This began as a "win/win" opportunity. However, the department leaders' perception is that the principal rejected some of their recommendations without explanation or attempt to engage in further dialogue and meaningful problem-solving, resulting in the belief that their input was not valued. An additional example cited by different constituencies is the disbanding of administrative team meetings. Concerns related to the administrative operational functioning of the school are addressed only in a meeting between the principal and each individual administrator. An attempt to establish an assistant principals' team meeting to increase communication and consistency was denied. This results in the perception that there is no consensus among the leadership of the school related to issues brought forth by teachers to the administrative team. (Endicott Survey, program council, administrators)

The teacher/student loads in a few situations exceed 125 students to 1 teacher. The average ratio by subject area is relatively uniform, with average teacher/ student ratios in math, science, English, and social studies classes between 1:21 and 1:27 ratio. In the Endicott Survey results, 63% of responding students agreed that they have their individual needs met, and 74% of the students surveyed reported that they receive one-

on-one time with their teacher. The committee believes that the learning needs of individual students are being adequately addressed. (Endicott Survey, principal, self-study)

An advisory program has been designed to personalize each ninth grade student's educational experience. This program provides an opportunity for each faculty member to mentor between 8-10 students. It is scheduled to meet during the mornings of a day when students arrive late as a result of a half-day professional development program related to the development/refinement of "proficiencies". In practice, since the advisory period is held before the start of the school day, student attendance has been sporadic and the advisory program has not lived up to its intended potential. Data gathering regarding the tracking of attendance on those days or an evaluation of this program has not been conducted. This inhibits an informed analysis that would improve the program for all advisors and advisees. In addition, the Project LIFT program was initiated during the 2008-2009 academic year. It creates a peer to peer connection between upper classmen and incoming ninth grade students as an additional support for the freshman center students. The Endicott Survey indicates that 66% of the freshmen respondents believe that there is one adult or peer mentor in addition to their school counselor in whom they can confide. Percentages increase through grade levels culminating in 77.9% of 12th graders agreeing that they feel connected to one adult in the building. Although many students feel connected to an adult in school, there are some students that lack this connectedness. (principal, program council, assistant principals)

While there are opportunities for some professional staff members to collaborate within departments in support of learning for all students, there are limited formal opportunities for faculty members across disciplines to collaborate on the development of an integrated curriculum. Specifically, there is no common planning time built into the schedule for teachers to plan cross-curricular instruction. In spite of this impediment, there are several examples where courses are co-taught or are interdisciplinary. It should be noted that there are multiple opportunities for collaboration within and across departments among teachers in the freshman center. This is a model in which the principal and program leaders are strongly invested and can serve to strengthen students' abilities to see the interconnections between and among different curricula. (teachers, assistant principals, program council)

All school staff members, not just teachers and administrators, are involved in promoting the well-being and learning of students. The Manchester High School Student Assistance Team (SAT), comprised of an assistant principal, social worker, guidance counselor, student support center coordinator, school student advocate, and psychologist, review the student's status, make recommendations, and ensure implementation of necessary intervention strategies. In addition to school staff, referrals to the SAT can be made by parents and peers. Students identified by the SAT as being "at risk", may be encouraged to participate in the manifold programs and extra-curricular activities within the school in order to improve their connections to the school community. The student activity center coordinates many of the opportunities. In addition, the school's security team is invested in the well-being of individuals within the school

community and ensures their safety. Its members are a source of information and support to students and staff. (self-study, assistant principals, students)

Student success is regularly acknowledged, celebrated, and displayed. The main display cases in the corridors and in the main office hold a variety of athletic awards, artwork (displayed on a rotating basis), music awards, and other student achievements. Classroom observations evidence work that students produce under the aegis of a variety of different curriculum areas. Presentations in the performing arts (choral and instrumental concerts, theatrical productions) showcase student talents throughout the school year. Students produce a morning school news TV broadcast and a school newspaper (The Harbinger), both of which highlight peer achievements, upcoming events, and general school news items. The principal encourages and supports students, parents, and many staff members via newsletters, attendance at multiple school-wide events, and competitions. In addition, he appears on the broadcast to acknowledge and celebrate student achievements and success in all aspects of school life (academics, athletics, robotics competitions, etc.). In addition, students' academic achievements are highlighted during two evening celebrations. According to the Endicott Survey, 57% of MHS students who responded feel recognized for something they have accomplished at the school, and 66% of staff respondents feels that student success is regularly acknowledged, celebrated, and displayed. As a result, the acknowledgement and celebration of student success has a positive impact on student learning. (students, teachers, principal)

The climate of the school is mostly safe. For example, 79% of parents, 74% of staff members and 64% of students who responded to the Endicott Survey attest to their confidence in school safety. The climate of the school is viewed as, for the most part, positive according to the following sampling: 81% of parent respondents states that their child has a good relationship with his/her teacher, 92% of the staff respondents takes pride in their contributions to the school, and 52% of student respondents is proud of their school. However, the one area of concern noted in the Endicott Survey involves perceptions about respect. According to student respondents, 58% of teachers respect them while only 35% of student respondents state that they respect their teachers. In addition, 30% of student respondents feel that there is respect amongst their peer group. Among staff members, 41% of the respondents feel that they are respected by the school administration, and only 29% perceives that students respect them. This is an indication that there are some challenges concerning the issue of respect among several groups within the school community, creating a climate that does not support student achievement. Another area of concern that was cited among many constituencies as illustrative of a lack of respect was the persistent use of cell phones during the school day. In addition, the lack of a consistent and effective administrative enforcement response does not support the operational rules of the school and focus on student learning. This use is perceived as being disrespectful to teachers and fellow students and distracting from the "business" of teaching and learning. (Endicott Survey, parents, teachers)

The school board has endorsed the implementation and philosophical underpinnings of the mission and expectations for student learning. However, it should be noted that in the Endicott Survey, 43% of staff respondents perceives that the board and superintendent of schools support for these items does not manifest itself in several areas: a) board decisions are made with little direct input from teachers, b) budget requests are made two years in advance, making realistic projections too difficult, and c) approval processes for policies takes too long. Taken as a whole, this is indicative of a communications issue or a discrepancy that is preventing the district and building administrative team from moving ahead, united in both philosophical vision and concrete actions that endorse the mission and expectations for student learning. (central office administrators, program council, self-study)

Commendations

- 1) The combined effort of the school community which has moved the school into safe harbor status on the 2008 administration of the CAPT
- 2) The support provided to the development of the freshman center
- 3) The phasing out of the general studies level of instruction which will increase academic rigor and promote more heterogeneous grouping practices
- 4) The LIFT program for ninth graders
- 5) The multiple ways in which student success is acknowledged, celebrated, and displayed
- 6) The enthusiastic participation in a wide variety of clubs and activities

Recommendations

- 1) Resolve the communication issues between the faculty and the principal and between all other constituencies within the school community
- 2) Resolve the relationship and communication issues that prevent the administrators from working as a cohesive team
- 3) Articulate and communicate to all stakeholders a clear vision for the school
- 4) Prioritize and conduct sustained professional development on teaming for the freshman center staff and others involved in future teaming initiatives
- 5) Prioritize the scheduling needs of the freshman center that will allow for the creation of four content area teaching teams
- 6) Resolve scheduling issues that will provide more heterogeneous grouping practices for all students and increased opportunities for collaboration within and across departments
- 7) Develop and include in different school publications formal protocols for student and parent involvement in the decision-making process
- 8) Re-evaluate and implement changes to the current advisory program that will result in greater interest and attendance
- 9) Address the lack of respect existing among different constituencies within the school community

SUPPORT STANDARD

6

SCHOOL RESOURCES FOR LEARNING

Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

All Student Support Services

1. The school's student support services shall be consistent with the school's mission and expectations for student learning.
2. The school shall allocate resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning.
3. Student support personnel shall enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.
4. All student support services shall be regularly evaluated and revised to support improved student learning.
5. There shall be a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs.
6. Student records, including health and immunization records, shall be maintained in a confidential and secure manner consistent with federal and state law.

7. There shall be sufficient certified/licensed personnel and support staff to provide effective counseling, health, special education, and library media services.

Guidance Services

8. The school shall provide a full range of comprehensive guidance services, including:
 - individual and group meetings with counseling personnel;
 - personal, career, and college counseling;
 - student course selection assistance;
 - collaborative outreach to community and area mental health agencies and social service providers;
 - appropriate support in the delivery of special education services for students.

Health Services

9. The school's health services shall provide:
 - preventive health services and direct intervention services;
 - appropriate referrals;
 - mandated services;
 - emergency response mechanisms;
 - ongoing student health assessments.

SUPPORT STANDARD

6 SCHOOL RESOURCES FOR LEARNING

Library Information Services

10. The library/information services program and materials shall be fully integrated into the school's curriculum and instructional program.
11. Library/information services personnel shall be knowledgeable about the curriculum and support its implementation.
12. A wide range of materials, technologies, and other library/information services that are responsive to the school's student population shall be available to students and faculty and utilized to improve teaching and learning.
13. Students, faculty, and support staff shall have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.
14. The library/information services program shall foster independent inquiry by enabling students and faculty to use various school and community information resources and technologies.
15. Policies shall be in place for the selection and removal of information resources and the use of technologies and the Internet.

Special Education Services

16. The school shall provide special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws.

Conclusions

Manchester High School student support services are consistent with the school's mission and expectation for student learning. The practices and policies of student support services play an integral role in helping students fulfill the primary goal of the school wide mission statement "to create an environment for all students to acquire knowledge and skills needed to become successful, contributing members of society." The guidance department includes implementation of parts of the mission in its course selection process, career planning, student support center and general counseling services. Health services provide preventive, direct intervention and health care plans to assist students in maintaining a healthy life style. Special education services support the school mission and expectation for student learning. Special needs students are provided opportunities to maximize their academic and vocational experiences in the least restrictive environment. Library information services support the mission statement by providing students and staff access to print and non print material, and developing a collection that meets the needs of a diverse student population and supports the curriculum. Overall, the school resources for learning help students meet expectation for their academic, civic, and social development. (self-study, teachers, Endicott survey).

Manchester High School (MHS) allocates, resources, programs and services so that all students have an opportunity to achieve the school's expectation for student learning. The Endicott Survey results show that 74% of students feel comfortable asking for help with academics. MHS offers a variety of academic courses and levels including onsite college courses to help each student reach his or her potential. All students work closely with their counselor on an annual basis to develop their Student Education Plan (STEP), a four year transition plan appropriate for their level of ability. The guidance department consists of 12.6 FTE guidance counselors with the following assignments: 2 counselors are assigned to the student support center, 2 in the career center, 2 in the freshman center, 6.1 in general counseling, and a .5 director. During the last school year a guidance position was reduced thus impacting students' ability to meet more frequently. Three school nurses are assigned to MHS to provide a variety of health services for students and staff. Eighteen Special education teachers and 30 paraprofessional staff work collaboratively with the general education teachers to ensure appropriate programming for students with special needs. Two social workers and 1.8 (FTE) psychologists provide support for the MHS student population. Two librarians, one secretary and one paraprofessional assist students and staff in utilizing library services to enhance students learning. (self study, teachers, observations)

Support personnel at MHS interact and work cooperatively with other staff to utilize community resources to address the academic, social and physical needs of students. All members of the faculty, including administrators and support personnel, may refer students who demonstrate at-risk performance to the Student Assistance Team (SAT). Counselors monitor 504 accommodation plans and share this information with the general education teachers. The Transition Coordinator provides post high school planning and referral to community agencies for those students with special needs who are aging out of the school. The school collaborates with outside organizations and

other professionals such as the Manchester Police Department (youth officers), Manchester Community College, mental health professionals and other community resource professionals when the need arises. Students participate in civic and social activities through the Student Activity Center and Student Government. Opportunities such as the Halloween party and the Rebuilding Together program connect students with the community. Students are also required to participate in community service projects to fulfill graduation requirements. Members of the support staff work cooperatively with other staff and community professionals to address student's academic, physical, social, and emotional needs in order to be successful in school. (self-study, teachers, students)

Most of the support services at MHS are evaluated and revised regularly to support improved student learning. School counselors and librarians are evaluated by the administrator responsible for those areas using the same guidelines as other certified staff. Special education teachers are evaluated by an assistant principal. Non certified staff including the outreach worker, hall monitor and security personnel are evaluated by the principal. Paraprofessionals are not evaluated on a regular basis. Health services personnel are informally evaluated by the district-wide supervisor for School Health Services. CT State Department of Education monitors district level special education services according to specific performance indicators. The district has met these requirements. With the exception of paraprofessionals, students support staff is evaluated regularly in order to ensure appropriate services for students. (self-study, teachers, leadership)

MHS provides a variety of modes and systems to provide ongoing communication with students, parent/guardians and school personnel to keep them informed about the types of available student support services and identified student needs. MHS-TV news is aired through the building as well as on local cable access. The school publishes a newsletter and provides a website which posts daily announcements and upcoming school events. Parents have the ability to access their child's attendance and academic performance on a daily basis through Pinnacle which was implemented in January 2009. Home visits are provided by the student advocate as necessary to inform parents of their child's performance in school. Open House at the beginning of the school year exposes parents to the activities and plans for that year. The special education department provides communication with parents and school personnel regarding Individual Education Plans. Interim progress reports, report cards, press releases and the marquee board on the school lawn serves as a means of communication between school, parents and students. Overall, the school provides ongoing communication with parents, students and staff to keep them informed about support services available for individual students. (self-study, school leadership, teachers)

Student records including, health and immunization records, are maintained in a confidential and secure manner consistent with federal and state law. The Endicott Survey indicates 93.1% of parents surveyed trusted that their child's health and medical information would remain confidential. Cumulative academic records are maintained with the guidance counselors and special education records are kept in secured files in the guidance office. Health records are kept in a secure file in the nurse's office. General

education staff is aware of their ability to access students' confidential records in order to provide appropriate services. (teacher, observations, facility tour)

Sufficient certified/licensed personnel and support staff provide effective counseling, health services, special education services, and library media services at MHS. The large student body and increasing need for guidance services for the current population requires additional attention from counselors. Both health services and the library have adequate staff to support their programs. The school employs 17 FTE special education teachers and one vocational special education instructor. Paraprofessionals work in classrooms and one to one with special education students. All paraprofessionals have either passed the para exams or hold an associates degree. While adequate support staff is available at MHS, the part-time guidance counselor causes interruption of services for some students. (self-study, students, teachers)

School counseling at MHS provides a wide range of comprehensive services to the 2,045 students. This service fosters the school's belief of working collaboratively with family and the community to empower students to be confident, independent, life long learners. Students meet at least once per year with their counselor for course selection, post high school planning, and the college application process. Students may schedule an appointment at any time to meet with their guidance counselor to map out their schedules and aid them when academic difficulties arise. Personal, career, and college counseling is provided on a regular basis, depending on the needs (developmental or immediate) of students. (self- study, teachers, students)

Students utilize the Student Support Center which offers peer mediation, anger management, academic strategies, boys' and girls' circles, and bereavement groups. Some agencies in the community are involved with the groups to assist the counselors. All students are scheduled for individual sessions to assist with the development of their individualized Student Education Plan (STEP), a tool that supports high school and post-secondary planning. Each year, school counselors visit the classrooms of their students to deliver developmentally appropriate lesson plans (e.g. transition difficulties and making good choices, for freshmen). (teachers, administrators, students)

The Career Center offered at MHS provides additional post secondary planning through classroom lessons, internship opportunities, field trips, and personality and interest inventories. Many of the lessons taught at the Career Center coordinate with the student's STEP plan to allow for community placements that match their interests and personalities. The students are monitored through a teacher developed access data base to track their progress in the career search such as student applications, records released and decisions made regarding that student. The counselors at MHS attend all PPT's of students on their caseloads to ensure that graduation requirements are discussed and understood by the student and family. (teachers, students, observations)

MHS's health services provide preventive health services and direct intervention for students; appropriate referrals; mandated services; emergency response mechanisms; and ongoing health assessments. The health office is located on the main floor of the

high school and allows for individual student assessments, resting areas for males and females, and renovated restrooms that are accessible for individuals with disabilities. Adequate storage space is available for medications and supplies. The nurses at MHS address individual needs of students who require specialized health care plans, 504 accommodations and I.E.P's. The nurses work with administration, teachers, special education staff and counseling staff in a collaborative manner to ensure the health and safety of all students. Information regarding student health concerns is shared with staff on a quarterly basis. This allows for teachers to be made aware of health care needs of students who change classes during the semester. Nurses perform mandated screenings and students are referred to appropriate medical and mental health professionals as necessary. Medical records are kept in a locked file in the health office. The parent/ student handbook explains medical procedures to parents and students. School emergency procedures are outlined in the staff handbook. Nurses are also involved in abuse and neglect referrals and emergency responses. (nurses, standard committee, teachers)

The school nurses at MHS participate in PPT meetings and in 504 meetings as needed. Medication is administered as ordered by physicians. The School Medical Advisor and the district nurse supervisor offer guidance and resources. Professional development is offered to nurses through the Central Office and is responsive to nurses' needs. A wide range of health services at MHS address the needs of all students therefore providing adequate services for students. (teachers, nurses, observations)

Library and information services program and materials are integrated into the school's curriculum and instructional program at MHS through webquests, pathfinders, teacher collaboration, and staff solicitation for purchasing of resources supportive of the curriculum. The library is heavily used by most subject area teachers. Some departments use it for particular class assignments. The library also provides a professional collection for teachers in various disciplines. The addition of a Spanish language collection, high interest low reading level collection and a young adult urban collection which is reflective of a diverse student population provides students with the tools to become independent users of the library as well as to accomplish their educational goals and improve their academic performance. (self-study, teachers, observation)

Library media personnel are knowledgeable about the curriculum and support its implementation. Through collaboration with teachers to develop digital print sources, appropriate for their classes. They assist in the creation of assignment templates thereby allowing students to utilize the most appropriate technological application for their projects. Librarians team teach with faculty when they are sent an assignment requiring infusion of technology into the lesson. Librarians prepare print materials on a rolling cart for teachers to use in their classes as well as in advance of a teacher's arrival to the library with a class. The frequent use of the library makes it a valued resource for both student and staff, thereby supporting the curriculum and contributing to student learning. (teacher, student, self study)

The Library offers a wide range of materials, technologies and services to support teaching and learning. There are several digital databases, over 40 magazine subscriptions and three newspapers. In addition, the collection supports and reflects the experience of a diverse student population covering large print, urban literature, differing religious, cultural, and ethnic experiences as well as Spanish language books. A non-fiction collection on an easier reading level is provided for students unable to read at grade level but required to do the same research as their peers. The size of the library does not allow for more than 39 computers which often are insufficient for two classes. Teachers, however, can use one of the 4 computer labs in the building. Many classrooms have mounted TV with cable access and there are laptop carts with LCD projectors for those classrooms without ceiling mounted projectors. There is also an online reservation system for borrowing additional audio visual equipment from the media dept. The Media Director position responsible for troubleshooting technical problems in the classroom no longer exists leaving faculty frustrated with unused and non-functioning equipment. There are 2.0 FTE computer technicians (one hired in May 2009) for the ten servers and over 800 computers in the building. While library information resources is adequate and supports the educational program of the school, technical support for classroom teachers is inadequate thus impeding the educational program for all students.(self-study, teachers, school support staff).

Students and faculty have regular and frequent access to the library before, during, and after school. The library is open from 7:00 a.m. to 3:15 p.m. Teachers reserve time to bring their classes and students are allowed to check out books at any time with a pass. Individual teachers can also request print materials on a cart that is checked out to their room for classroom use. The library is also reserved for other functions other than curricular support. Although its size precludes larger number of students other than two classes at any one time, the library at MHS provides ready access to students for pursuing their educational objectives.(self study, students, observations)

The library program at MHS fosters independent inquiry by enabling students and faculty to use various school and community information, resources and technologies. Students and faculty have access to the online public access catalog, suggested readings, pathfinders, and links to local libraries and news outlets. There is remote access also to the school's database. The Town of Manchester has a district wide curriculum Scope and Sequence. The high school portion of this corresponds with the Connecticut Department of Education Strands for Information Literacy and Information Power and provides it to students through their departmental curriculum. Library orientation is provided to freshmen through their English classes. In addition to this, they can also access an orientation wiki on the library's web page enabling them to carry out independent research. (self-study, teacher, student)

Policies for use of the internet and technologies at MHS are distributed to students at registration on the first day of school. Parents/guardians are required to sign the policy. Library and information professionals can remotely monitor computers and consequences for inappropriate use of technology results in disciplinary action. Librarians are responsible for the selection of books for the library based on support for

the curriculum, student and teacher recommendation and needs. There is, however, no board policy with regards to the removal of outdated or challenged materials which could have a negative impact on updating of specific curriculum areas. (self-study, teachers, observation)

Manchester High School provides special education services related to the identification, monitoring and referral of students in accordance with local, state and federal laws. The school provides a continuum of services to assure that students are supported in settings as individual needs require. The school is implementing an inclusive model which allows students to be educated with non disabled peers. The Freshman Center offers co-teaching and academic support as part of a team model. One special education teacher/case manager has been assigned to each of the freshman teams as part of the reorganizational structure of the freshman center. Paraprofessionals are also assigned to support the needs of students in the classrooms. Co-teaching and academic support is also available for students in grades 10-12. Students who require more intensive special education services participate in general education classes and activities as per their individual plans. MHS is implementing a transition program that involves community participation and vocational opportunities for students to continue until age 21. This has allowed for students to be returned from outside placements. Special education staff is specifically assigned to work closely with adult services to ensure a smooth transition. Special education teachers serve as program managers, attend PPT meetings, communicate with parents and consult with teachers. The co-teaching model allows for close collaboration and appropriate support for students. The district has tried to reach out to parents and have offered district wide programs, but attendance has been limited. Information about special education services is now posted on the district web site. (parents, teachers, standard committee)

Referrals to special education are made via a mandated referral process. Referrals are usually made through the Student Assistance Team (S.A.T) but parents and staff can also make referrals. The SAT process is monitored through the Guidance Department and suggests interventions for students who are exhibiting academic and/or social difficulties. For example, guidance counselors provide services to assist students with study skills and students with identified weaknesses in mathematics and/or reading are provided with 42 minutes of additional instruction and support by their teachers in the "skinny blocks". This block of time has been scheduled to allow for remediation in Language Arts and math. Referrals can also be made to other programs, such as The Bentley Alternative Education Program, with approval from Central Office and administration. This program was recently moved to a wing of MHS and offers an alternative program for students who experience behavioral, attendance and academic difficulties. Currently, 42 high school students are enrolled in this program. Other off-site programs are available for referrals for general education students such as magnet schools that offer programs that may be of high interest to a student. Out of district special education programs are offered through the PPT process as needed, if the district is unable to offer an appropriate program. (teachers, self-study, standard committee)

Special education staff participates in professional development activities in district and are offered opportunities for specialized training through the Central Office. Training is currently being offered in Wilson Reading Program, Transition Planning and Co-teaching. Some of this training is offered to both general and special education staff. The 9th grade team, both general and special educators, is being trained in Positive Behavioral Support (PBS) with the intention of implementation in the fall. The goal of this program is to improve student behavior and social skills. While special education services are delivered in accordance with state and federal guidelines, the training, supervision and evaluation of paraprofessionals need to be developed in order to effectively implement these programs for students with special needs. (teachers, central office administration, self study)

Commendations:

1. The comprehensive range of support services available to all students
2. The comprehensive collection of print and digital resources in the library
3. The comprehensive guidance programs that offer academic, behavioral, crisis intervention and career planning to all students.
4. The student support center's accessibility to all students
5. The collaboration of school and community resources that provide opportunities for students to attain college credits and work experience
6. The student support and special education services available in the freshman center
7. The inclusive models of programming for special education students
8. The professional development opportunities for both special education and general education teaching staff
9. The health services responsiveness to the needs of all students
10. The collaboration of special education and general education in meeting the transition needs of post secondary needs of students
11. The frequent utilization of the library by students and staff

Recommendations:

1. Address the need for additional one-on-one time with school guidance counselors
2. Provide and implement a student management/counseling system in order to track transition progress of students
3. Publish the current additions to the library collection
4. Develop a district policy for the removal of outdated and challenged materials in the library
5. Provide training, supervision, and evaluation of special education paraprofessionals
6. Maintain the additional technology support person to oversee the maintenance of computers and other technical equipment

7. Promote parents access to student progress through the school based management system
8. Provide ongoing support and training for teachers to expand communication with parents through the school based management system

SUPPORT STANDARD

7

COMMUNITY RESOURCES FOR LEARNING

Active community and parent participation, facilities which support school programs and services, and dependable and adequate funding are necessary for the school to achieve its mission and expectations for student learning.

1. The school shall engage parents and families as partners in each student's education and shall encourage their participation in school programs and parent support groups.
2. The school shall foster productive business/community/higher education partnerships that support student learning.
3. The school site and plant shall support and enhance all aspects of the educational program and the support services for student learning.
4. The physical plant and facilities shall meet all applicable federal and state laws and shall be in compliance with local fire, health, and safety regulations.
5. Equipment shall be adequate, properly maintained, catalogued, and replaced when appropriate.
6. A planned and adequately funded program of building and site management shall ensure the appropriate maintenance, repair, and cleanliness of the school plant.
7. There shall be ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.
8. The community and the district's governing body shall ensure an adequate and dependable source of revenue to provide and maintain appropriate school programs, personnel, services, facilities, equipment, technological support, materials, and supplies for student learning.
9. Faculty and building administrators shall have active involvement in the budgetary process, including its development and implementation.

Conclusions

Manchester High School encourages parents and families as partners in each student's education and invites their participation in school programs and parent support groups. The school and faculty members communicate with parents via phone calls, email, school website, Pinnacle Software (provides attendance, missing work, assignments, and grades), as well as other forms of written communication (informational letters, newsletters, student and parent handbooks). There are many programs presenting recognition, information, performance and transitional support that are provided to the diverse collection of parents and students. Although the school extends an open invitation for parent involvement in order to foster a partnership and encourage a beneficial relationship between school and the families of students, these efforts has reached minimal participation from parents. (self-study, school leadership committee, school handbook and publications)

The school fosters business, community, and higher education partnerships. Students are able to explore a multitude of enrichment opportunities through different school departments and The Career Services Center Department. They have job shadowing and internship programs through the Career Center that provide connections with local companies and businesses for later job placement, such as North East Federal Employees Federal Credit Union and Channel 16. Manchester Community College and the University of Connecticut have partnerships with the school providing higher learning and college credits to Manchester students. The Student Activities Office provides community service opportunities that allow students to work with a variety of agencies such as the Manchester Association of Retarded Citizens. As a result, the community relationship provides Manchester students with valuable services and experiences, enhancing student education. (teachers, community resource committee, self-study)

The school site and plant adequately support and enhance most aspects of the educational program and some of the support services regarding student learning. In the fall of 2007, the school completed a renovation and addition that included the expansion of the cafeteria; modernization of the auditorium, family and consumer sciences labs, and science labs; the replacement and refurbishment of the heating and air conditioning units, as well as the construction of a newly built freshman center that includes a new media suite, offices, multiple classrooms and resource centers. The library size limits its access for students who wish to use the facility. Librarians have to turn some individuals away because of space and computer limitations. Storage space throughout the older building is lacking and not secured. With the additional students from the Bentley Alternative High School (housed in one wing of the school) becoming incorporated within the school, portable classrooms are being reutilized, gym space is overcrowded, and most teachers are sharing classrooms. Throughout the building there is some evidence of maintenance inconsistencies and ventilation issues. In 2006, the Manchester Board of Education adopted the "Action Guide for School Nutrition and Physical Activity Policy" and due to the restraints of facility, the minutes for students' physical activity have been dramatically decreased and are not meeting the expectations of the policy. Because of the extensive use of the athletic field by town and school, teams have a rotating

schedule of practice until late evenings during the week. As well, some teams are bused or students drive to offsite locations to practice. This is an increased funding expenditure. In spite of the renovations and additions there is still inadequate space for storage and needs for more available space to enhance student learning. (self-study, teacher interview, facility tour)

The entire physical plant and facilities are meeting federal and state laws and are in compliance with local fire, health, and safety regulations. Building inspections by the fire marshal occur yearly, alarm systems are checked bi-annually, sprinklers are checked quarterly, and there are weekly water system checks of the pumps and sprinklers. The school is in compliance with the Americans with Disabilities Act (ADA). The Superintendent is kept informed of all building inspections and compliance laws. The most recent reports from OSHA, ADA, and other Connecticut Compliance codes stated that the school was meeting federal and state guidelines and local regulations, therefore, providing a safe environment for students and staff within the facility. (self-study, documentation, and meeting with support staff)

While equipment is frequently maintained, it is not consistently catalogued nor is it replaced on a regular basis. There is no formal plan in activation for cataloguing all equipment throughout the building. Department heads are cataloging their own department's materials throughout the building. (books, materials, supplies, some classroom specific equipment) Information technology staff are cataloguing their equipment and maintaining equipment to the best of their abilities, with the help of the assistant principal who inventories furniture and some equipment throughout the building. No one has the direct responsibility of cataloguing all the school furniture and equipment for the building and grounds. When equipment breaks and/or needs replacing the system has a maintenance plan that provides faculty with the opportunity to send a request form to have it fixed. The assistant principal categorizes it as either a maintenance, custodial, or construction order and then each one is prioritized by a numerical system based upon a level of concern for safety. Work orders are not always being completed in a timely manner if at all. Some staff still feel that areas in the old building have heating and cooling concerns. The physical education wing of the building has not yet been updated and there are concerns with the poor conditions in the lockerooms. Heating and air quality are major concerns. Odor in this wing lingers because of lack of an adequate ventilation system. Physical education classroom spaces are limited and overcrowded. The Capital Improvement Plan for the 2008-2009 through the 2015-2016 school years show some large-scale maintenance and improvements that are approved for many equipment systems in the school such as automotive shop lifts and locker rooms in the upcoming years. Lack of funding has meant that regular maintenance and replacement plans cannot be implemented properly within the school. (self-study, facility tour, meeting with teachers)

While the school has a planned program of building and site management that is adequately funded, the appropriate maintenance, repair, and cleanliness of the school plant is not unanimously agreed upon. The school has a formal plan for the maintenance and cleaning of the building, though the quality of this service varies

depending on the personnel performing the service. Custodians are provided with adequate funding and professional development training on chemicals, safety, and daily procedures to perform maintenance duties. The maintenance personnel is comprised of electricians, carpenters, a roofer, a painter, a mason, plumbers, HVAC technicians and eleven other contracted companies that have products within the building that may need service or support. There are twenty-three district wide full time maintenance personnel and nineteen school based custodial staff. The custodial staff works in three shifts to better address the high usage of many areas in the building. There is no formal observation or evaluation process for the maintenance and custodial staff. Students and staff expressed concern that the custodial staff is pulled in multiple directions to conduct different tasks for the upkeep and support throughout the facilities and not all tasks are being completed. There are areas that are well maintained in the building as well as areas that are in need of maintenance. The inattention to the cleanliness of the building has an effect on the morale of students and teachers. (teachers, facility tour, community resources committee)

There are ongoing programs that address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements. The school has developed committees and sub committees that meet periodically throughout the year that include faculty, students, and parents within the community. These committees look at diversity, curriculum, proficiencies, attendance policy, future enrollments, staff, and technology needs, testing mandates and building construction. There is a record keeping system in place for enrollment kept by the registrar. The Superintendent and principal monitor the figures when looking at staffing and future budgetary needs. The district has a technology plan in place and is moving forward to advance and try to keep up with the demand of networking, equipment update, and other technological needs. There are many strategies for ongoing planning that address future programs within the school community to further enhance the teaching and learning experiences in the classroom. (self-study, documentation, community resources committee)

The current source of revenue place limitations on some on the governing body which services maintaining programs, personnel, services, facilities, equipment, technology support, materials and supplies for student learning. Even though the administration, school board, and community are actively engaged in providing a consistent source of revenue, the community and the district's governing body struggles to adequately and dependably provide a source of revenue to deliver and maintain appropriate school programs, personnel, services, facilities, equipment, technological support, materials, and supplies for learning. The Endicott survey found that only 40% of the staff and parents survey felt the school was being adequately funded. For the last five years, the per-pupil allotment to Manchester High School has decreased due to financial restraints. Resources for electives, guidance, clubs, and sports have been held constant or reduced and the opportunities to initiate new programs and purchase new equipment have been hindered. According to the Strategic School Profile, Manchester High is behind its State and DRG averages. Some examples where they have limitations are in the number of students per academic computer, periodical subscriptions per student, some class sizes, and the absence gifted and talented program. The funding for materials, equipment,

personnel, and supplies adversely affects the class size and the incorporation of technology into the curriculum, therefore, impacting student learning. (self-study, teachers, Endicott study)

Building administrators are formally involved and staff tends to be informally involved in the budgetary process, including its development and implementation. There is a two-year budget planning process that is conducted on a timeline and involves a sub-committee (comprised of appointed, stipend paid members, from the Program Council) and buildings administrators. Other than administrators and department head staff, teachers seem to have a limited involvement in this process. Some departments ask informally for a list of needs that is then compiled together and submitted, then defended by the budget subcommittee. For the past two years, the presentation to the Budget sub-committee has been omitted. The Budget sub-committee adjusts the requests that are then submitted to Central Office. Central Office then submits a budget to the Board of Education for approval. The Board of Education modifies and approves the funding and it is then allocated among the schools in the district. The Budget sub-committee adjusts those numbers among the departments. However, athletic funding is directly submitted to the Budget Office. In past years, the budget has been frozen at different times of the year not allowing staff to obtain resources needed for educational learning. The communication from teachers to the budget sub-committee, to Central Office, and then to the Board of Education in the budgetary process impacts the school's necessary funding for instructional programs. (self-study, meeting with sub-committee, community resource committee)

Commendations

1. The efforts of Manchester High School faculty and staff members to involve parents/guardians in the students' educational programming
2. The strong partnership within the community and institutions of higher learning
3. The renovation that includes the expansion of cafeteria, modernization of the auditorium, family and consumer sciences labs, and science labs, and the replacement and refurbishment of the heating and air conditioning units
4. The addition of a new freshman center that includes new media suite, offices, several classrooms, and resource centers
5. The ongoing planning for future programs, enrollment changes, staffing, faculty, and technology through committees and sub committees

Recommendations

1. Improve the athletic facilities by expanding the number of useable areas for instruction and interscholastic and intramural competition and renovating and upgrading locker areas
2. Increase efforts to engage parents, especially those of disaffected students, as partners
3. Devise and implement a plan for the consistent cataloguing, maintaining, and securing of equipment and technology

4. Perform maintenance and repairs quickly and completely
5. Devise and implement a formal observation and evaluation plan for maintenance and custodial personnel within the school to evaluate and record performance
6. Continue tactics and funding for ongoing planning and future programs
7. Actively involve more staff members in the budgetary process

Follow-Up Responsibilities

This comprehensive evaluation report reflects the findings of the school's self-study and those of the visiting committee. It provides a blueprint for the faculty, administration, and other officials to use to improve the quality of programs and services for the students in Manchester High School. The faculty, school board, and superintendent should be apprised by the building administration yearly of progress made addressing visiting committee recommendations.

Since it is in the best interest of the students that the citizens of the district become aware of the strengths and limitations of the school and suggested recommendations for improvement, the Commission requires that the evaluation report be made public in accordance with the Commission's Policy on Distribution, Use, and Scope of the Visiting Committee Report.

A school's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others identified by the commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. To monitor the school's progress in the Follow-Up Program, the Commission requires that the principal of Manchester High School submit routine Two- and Five-Year Progress Reports documenting the current status of all evaluation report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the Commission in its notification letters to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting committee recommendations by the time the Five-Year Progress Report is submitted. The Commission may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to evaluation report recommendations or substantive changes in the school.

To ensure that it has current information about the school, the Commission has an established Policy on Substantive Change requiring that principals of member schools report to the Commission within sixty (60) days of occurrence any substantive change which negatively impacts the school's adherence to the Commission's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet CPSS Standards. The Commission's Substantive Change Policy is included in the Appendix on page 110. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Report which is required of each member school to ensure that the Commission office has current statistical data on the school.

The Commission urges school officials to establish a formal follow-up program at once to review and implement all findings of the self-study and valid recommendations identified in the evaluation report. An outline of the Follow-Up Program is available in the Commission's Accreditation Handbook which was given to the school at the onset of the

self-study. Additional direction regarding suggested procedures and reporting requirements is provided at Follow-Up Seminars offered by Commission staff following the on-site visit.

Members of the visiting committee wish to thank the faculty, staff, and students of Manchester High School for their hospitality during the committee's stay in Manchester. Their professionalism and kindness will be remembered.

APPENDIX A**Visiting Committee Roster**

Ann Hushin	Maloney High School Meriden, Ct. 06450
Jan Guarino-Rhone	Lyme-Old Lyme Public Schools Old Lyme, Ct. 06371
Oneita Alarcon	Monroe Public Schools Monroe, Ct. 06468
Luz Antonio	Newington High School Newington, CT 06111
Andrew Bayer	Southington High School Southington, Ct. 06489-2713
Walter Brackett	Bassick High School Bridgeport, Ct. 06605
Sarah Carney	East Granby High School East Granby, CT 06026
Robert Darby	Shelton High School Shelton, CT 06484
A. Michelle Dean	East Lyme High School East Lyme CT 06333
Denise Earles	Daniel Hand High School Madison, Ct. 06443
Jill Hague	Coventry High School Coventry, RI 02816
Alejandro Ortiz	Central High School Bridgeport CT 06607

Claudine Primack	Connecticut State Dept. of Education Hartford CT 06145-2219
Phyllis Pruzinsky	Fairfield Warde High School Fairfield, CT 06825
Pansy Waligora	Thomas Snell Weaver High School Hartford, CT 06112
John Yoon	Greenwich High School Greenwich, CT 06830
John Vieira	Providence Academy of International Studies Providence, Rhode Island 02905
Doyka Hernandez	The English High School/ Boston Public Schools Jamaica Plain, Ma. 02135

APPENDIX B

New England Association of Schools and Colleges Commission on Public Secondary Schools Substantive Change Policy

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a negative impact on the school's ability to meet any of the Commission's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding
- cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- cuts in the number of staff support
- decreases in student services
- cuts in educational media staffing
- increases in student enrollment that cannot be accommodated
- changes in the student population that warrant program or staffing modifications that cannot be accommodated; e.g., the number or special needs students or vocational students or students with limited English proficiency
- identification by the state as an underperforming school
- takeover by the state
- inordinate user fees